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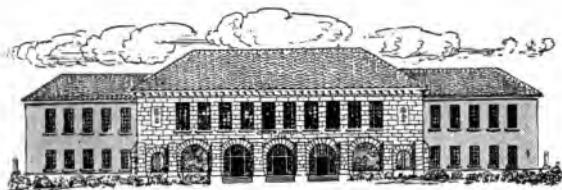
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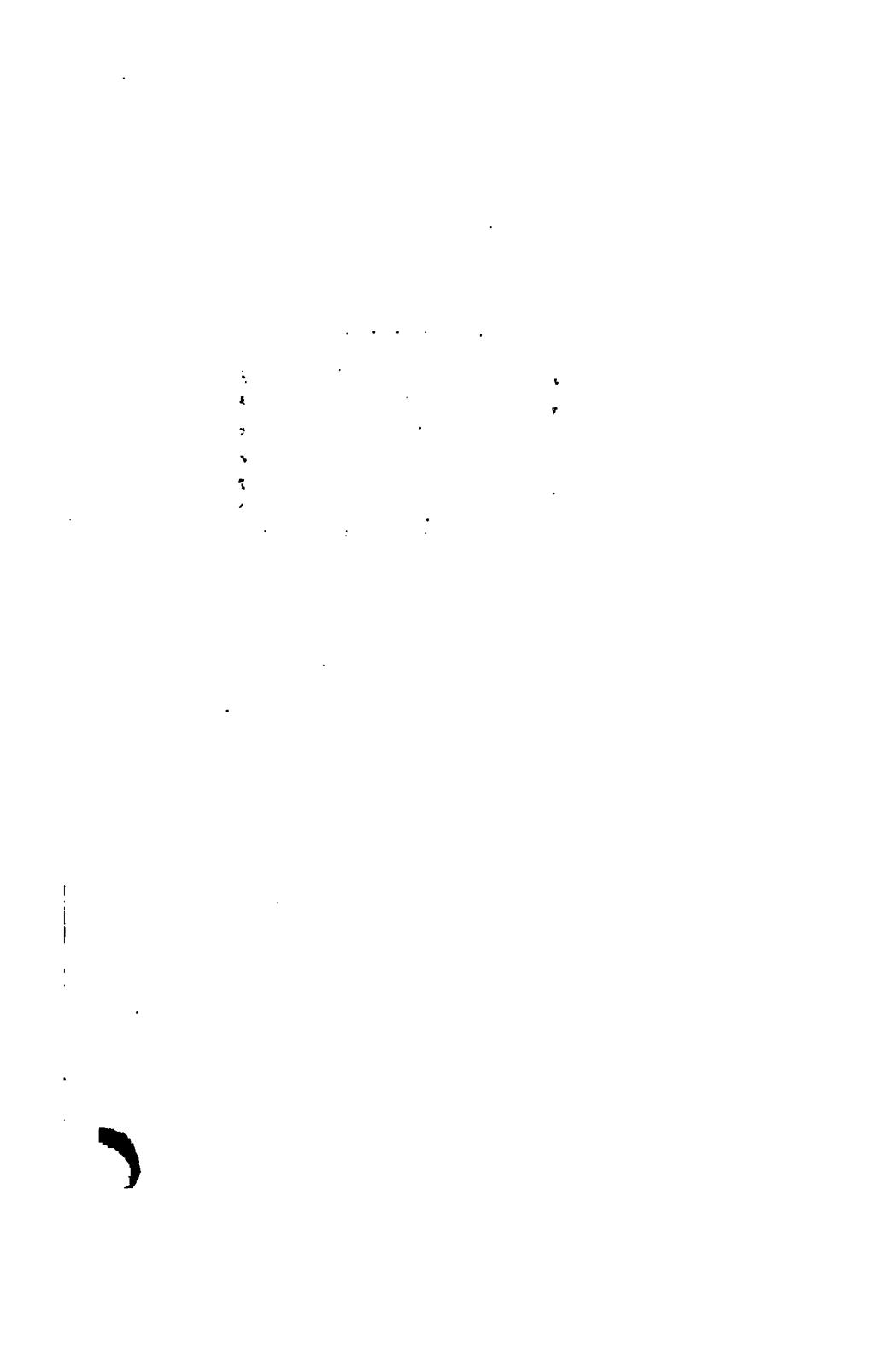
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PUPIL'S OUTLINE OF AMERICAN HISTORY

AN OUTLINE FOR THE PUPIL'S USE IN CONNECTION
WITH A "TEACHERS' MANUAL AND COURSE OF
STUDY IN HISTORY AND CIVICS FOR USE
IN THE ELEMENTARY SCHOOLS"

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for Use in the Elementary Schools," "Educational Questions,"
"Grammar by the Inductive Method," "Topical
Discussion of Geography," Etc.*



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PREFACE

In the preparation of my Teachers' Manual and Course of Study in History and Civics, many of the ablest and most practical superintendents and teachers in California were consulted, and from them much valuable assistance was secured. Many of these men and women urged the preparation of a pupil's outline for use in connection with this manual. This little volume is the result of that advice. It has been prepared expressly for use in connection with the larger volume, and is an exact duplicate of the topical outline and references which precede the various general topics in that volume. All the main topics and all the sub-topics, with their index letters, Roman numerals, figures and references, correspond exactly in these two volumes. All the discussions, which constitute the larger part of the Teachers' Manual, however, have been omitted in the Pupil's Outline. This has been done in order to insure the proper work on the part of the pupil.

WILLIAM C. DOUB

San Francisco,

April 18, 1904

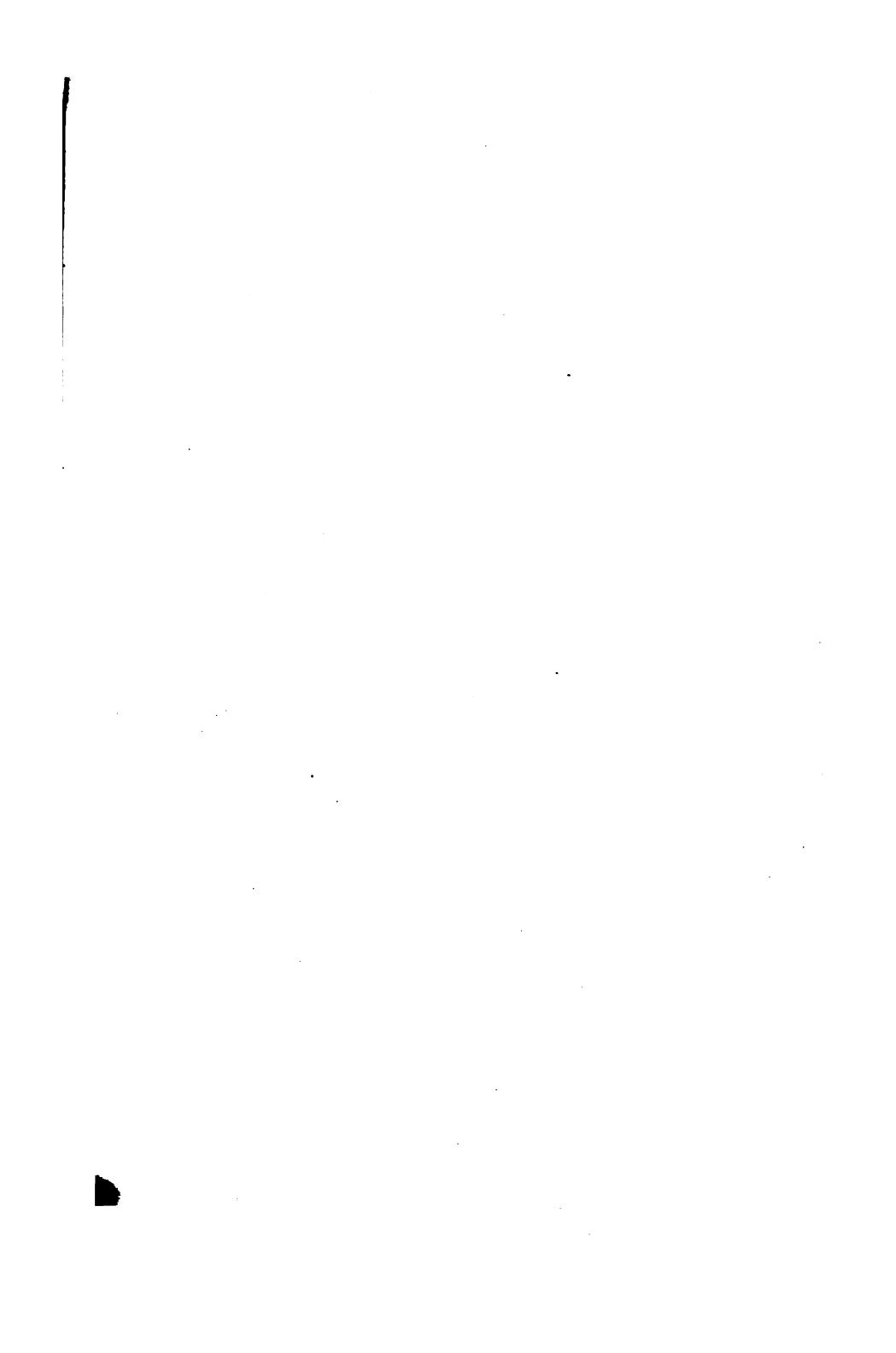


TABLE OF CONTENTS

FIFTH YEAR WORK	11
SIXTH YEAR WORK	15
SEVENTH YEAR WORK	19
INTRODUCTORY	21
Conditions Favorable to the Discovery of America	
Discoveries and Explorations	
Disposition of Territory in the New World	
Decline of Spanish Power	
The American Indian	
THE THIRTEEN COLONIES	27
Origin, Growth and Political History	
The French in North America	
Institutional Life in the Colonies	
THE AMERICAN REVOLUTION	51
Causes and Beginnings	
Campaigns	
Results	
EIGHTH YEAR WORK	57
THE CRITICAL PERIOD	59
The Nature of the National Government	
The Northwest Territory	
Conditions of Money and Business	
Anarchy and Rebellion	
The Constitutional Convention	
The Constitution	
Organization of the New Government	
NATIONAL GROWTH AND EUROPEAN INTERFERENCE	62
The Period of European Interference	
Financial Legislation	
Political Parties	
Growth of the Nation	
Institutional Life	

TABLE OF CONTENTS

WESTWARD EXPANSION AND SLAVERY	73
Political Methods and Political Parties	
Financial Legislation	
Westward Expansion	
Slavery	
Institutional Life	
THE CIVIL WAR	83
Causes	
Comparative Resources of the North and South	
Campaigns	
The Work of the Navy	
Results	
RECONSTRUCTION, DEVELOPMENT AND EXPANSION	86
Reconstruction of Seceded States	
Financial and Industrial Legislation	
Foreign Relations	
Political Methods and Political Parties	
Institutional Life	

ABBREVIATIONS

The abbreviations used in citing references are as follows:

ELEMENTARY WORK

- T. Thomas's Elementary History of the United States
- C. Channing's First Lessons in United States History
- Sx. Sexton's Stories of California
- Wa. Wagner's Pacific History Stories
- B. Blaisdell's Stories from English History
- W. Warren's Stories from English History

ADVANCED WORK

- H. I Hart's Source Reader in American History, No. 1
- H. II Hart's Source Reader in American History, No. 2
- H. III Hart's Source Reader in American History, No. 3
- H. IV Hart's Source Reader in American History, No. 4
- Mc. McMaster's School History of the United States
- T. Thomas's History of the United States
- M. Montgomery's Leading Facts in American History
- F. Fiske's History of the United States

**FIFTH AND SIXTH
YEAR WORK**

PUPIL'S OUTLINE OF AMERICAN HISTORY

FIFTH YEAR WORK

FIRST MONTH

I THE MEN WHO DISCOVERED CALIFORNIA
Sx. 1-7

II THE SPANISH AND THE MISSIONS
Sx. 8-29

III HOW CALIFORNIA BECAME PART OF THE UNITED STATES
Sx. 30-36

IV GOLD AND THE ARGONAUTS
Sx. 37-66

V THE OVERLAND RAILROAD
Sx. 67-74

SECOND MONTH

I THE STORY OF THE FARMS, THE ORCHARDS AND THE VINE-YARDS OF CALIFORNIA
Sx. 75-91

II THE STORY OF THE ORANGE AND THE LEMON
Sx. 92-101

III FLOWERS AND PLANTS
Sx. 102-110

IV THE BIG TREES
Sx. 110-120

V THE BIRDS AND WILD ANIMALS OF CALIFORNIA
Sx. 121-144

THIRD MONTH

- I IN SALT AND FRESH WATER
Sx. 145-158
- II ABOUT CALIFORNIA'S INDIANS
Sx. 159-168
- III THE STORY OF SAN FRANCISCO
Sx. 169-179
- IV MEN CALIFORNIA REMEMBERS
Sx. 180-190
- V CALIFORNIA CLIMATE AND SCENERY
Sx. 191-208

FOURTH MONTH

STATE GOVERNMENT

The three months' work outlined below on the history of California corresponds to the first three months covered by the outline above, and deals with the early history of the state and the remainder of the Pacific Coast.

FIRST MONTH

- I DISCOVERY OF THE PACIFIC
Wa. Chap. 1
- II VOYAGES OF DISCOVERY ALONG THE PACIFIC COAST
Wa. Chap. 2
- III OVERLAND DISCOVERIES
Wa. Chap. 3
- IV THE NATIVES
Wa. Chap. 4

SECOND MONTH

I THE MISSIONS

Wa. Chap. 5

II EARLY SETTLEMENTS

Wa. Chap. 6

III THE DISCOVERY OF GOLD

Wa. Chap. 7

IV THE FORMATION OF THE STATE

Wa. Chap. 8

THIRD MONTH

I THE STATE GOVERNMENT

Wa. Chap. 9

II SAN FRANCISCO

Wa. Chap. 10

III THE INDUSTRIAL DEVELOPMENT

Wa. Chap. 11

IV HISTORICAL LANDMARKS

Wa. Chap. 12

FIFTH MONTH

ENGLAND FROM EARLY DAYS TO THE NORMAN CONQUEST

B. 1-52; W. 1-61

SIXTH MONTH

ENGLAND FROM THE NORMAN CONQUEST TO THE END OF THE
HUNDRED YEARS' WAR

B. 53-99; W. 62-137

SEVENTH MONTH

ENGLAND FROM THE HUNDRED YEARS' WAR TO THE REVOLUTION
OF 1688

B. 100-144; W. 138-307

EIGHTH MONTH

ENGLAND FROM THE REVOLUTION OF 1688 TO THE PRESENT TIME

B. 145-185; W. 308-462

NINTH AND TENTH MONTHS

Work to be selected by the teacher

SIXTH YEAR WORK

FIRST MONTH

I COLUMBUS

C. 6-17; T. 7-25

II THE CABOTS

C. 11; T. 26-29

III WHY THE NEW WORLD WAS CALLED AMERICA

C. 12

IV DeSOTO

C. 14-15; T. 31-39

V DRAKE

C. 23-25; T. 40-43

VI CARTIER

C. 21-23

VII RALIEGH

C. 27; T. 43-49

SECOND MONTH

I VIRGINIA

C. 28-36; T. 50-61, 117-121

II MARYLAND

C. 36-37; T. 92-94

III THE CAROLINAS

C. 37

IV GEORGIA

T. 133-138

THIRD MONTH

- I THE PILGRIMS
C. 41-50; T. 67-83
- II THE PURITANS
C. 50-54; T. 85-94
- III KING PHILIP'S WAR
T. 95-100

FOURTH MONTH

- I NEW YORK AND NEW JERSEY
C. 55-58; T. 102-109
- II PENNSYLVANIA AND DELAWARE
C. 59-61; T. 123-132

FIFTH MONTH

- I FRANKLIN
C. 67-74; T. 150-167
- II WASHINGTON BEFORE THE REVOLUTION
C. 75-83; T. 168-186
- III THE REVOLUTION
C. 84-118; T. 187-216
- IV THE CONVENTION
C. 120-122; T. 211-216

SIXTH MONTH

- I DANIEL BOONE
C. 123-125; T. 219-230
- II JEFFERSON
C. 136-138; T. 232-240
- III LEWIS AND CLARKE
C. 138-140; T. 241-247
- IV EARLY INVENTIONS
C. 160-170; T. 253-264, 277-288

SEVENTH MONTH

- I THE WAR OF 1812
C. 141-147; T. 265-276
- II JACKSON AND WEBSTER
C. 155-159
- III TEXAS, THE MEXICAN WAR AND CALIFORNIA
C. 175-179, 187-190; T. 299-304

EIGHTH MONTH

- I LINCOLN AND DOUGLAS
C. 181-185, 191-194; T. 306-316
- II THE CIVIL WAR
C. 195-234; T. 318-327
- III THE UNITED STATES SINCE THE CIVIL WAR
C. 235-253; T. 329-338

NINTH AND TENTH MONTHS

Work to be selected by the teacher

SEVENTH YEAR WORK

INTRODUCTORY

A CONDITIONS FAVORABLE TO THE DISCOVERY OF AMERICA

I ANCIENT IDEAS OF THE WORLD

M. 1-2; F. 23-25

II FALSE IDEAS OF THE WORLD NOT DUE TO LACK OF CIVILIZATION

(To be discussed by the teacher)

III CONDITIONS IN EUROPE HINDERING EXPLORATION

(To be discussed by the teacher)

IV CONDITIONS LEADING TO EXPLORATION

1. *Increasing Importance of Commerce* Mc. 9-10; F. 21-22

2. *Need of New Trade Routes* Mc. 10-11; T. 7-9; M. 4-9; F. 23, 26-27

B DISCOVERIES AND EXPLORATIONS

I VOYAGES OF THE NORMEN

H. I. 1-3; T. 6-7; M. 2-4; F. 19-21

II SPANISH DISCOVERIES AND EXPLORATIONS

Mc. 11-14, 17-22; H. I. 4-6, 10-19; T. 7-16; M. 14-18, 23-27, 28-31; F. 27-30, 35-37, 40-46

III ENGLISH DISCOVERIES AND EXPLORATIONS

Mc. 14, 26-29; H. I. 7-8, 23-25; T. 11, 14-16; M. 18-20, 33-38; F. 30, 59, 62-64

IV FRENCH DISCOVERIES AND EXPLORATIONS

Mc. 26-29; T. 16-17; M. 27-28, 31-33; F. 50-54

V PORTUGUESE DISCOVERIES AND EXPLORATIONS

Mc. 14-16; H. I. 10; T. 12; M. 20-22; F. 32-35

VI DUTCH DISCOVERIES AND EXPLORATIONS

Mc. 36-39; T. 22-23; M. 67-69; F. 130

C DISPOSITION OF TERRITORY IN THE NEW WORLD

(To be discussed by the teacher)

D DECLINE OF SPANISH POWER

I SPAIN'S EARLY SUPREMACY ON THE SEA

(To be discussed by the teacher)

II DEFEAT OF THE SPANISH ARMADA

F. 60-62

E THE AMERICAN INDIAN

I ORIGIN OF NAME

Mc. 66; T. 11; M. 15; F. 2

II CLASSIFICATION ACCORDING TO CIVILIZATION

Mc. 68; T. 4-6; F. 3-4, 8-14

1. *Savage Indians*
2. *Barbarous Indians*
3. *Half-Civilized Indians*

III APPEARANCE AND MANNER OF LIVING

Mc. 66-68; H. I. 95-97, 116-119, 121-125; H. II. 72-76; T. 1-4; M. 40-44; F. 3-7

IV CHARACTER

Mc. 69-70; H. I. 113-114, 116-119; M. 45-46; F. 8

QUESTIONS FOR CLASS RECITATIONS

(Conditions Favorable to the Discovery of America)

I

Before the New World was discovered, what were the ideas of the people regarding the shape of the earth? How long had these ideas been held? Were there any men during this long period who had a correct

idea of the shape of the earth? How much of the world was known before Columbus discovered America? (The pupil should be required to draw a map of the world as known before the time of Columbus.)

II

Was it because the people were ignorant and uncivilized that they had these false ideas about the world? Tell what you can about the civilizations of ancient Greece and Rome.

III

Why were the Greeks and Romans so little interested in learning more about the shape and size of the earth?

IV

About the time of Columbus what made the people of Europe anxious to learn more about these things? Tell what you can about the growth of commerce before the discovery of America. What interfered with the trade between Europe and Asia? How did this lead to the discovery of America?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the conditions that prevented the discovery of the New World before the time of Columbus. Discuss the conditions that led to the discovery of America.

QUESTIONS FOR CLASS RECITATIONS

(Discoveries and Explorations)

In connection with the discoveries and explorations of each nation, the pupil should be required to trace on the map the routes of each of the explorers, showing the part of the New World discovered and explored by each nation.

I

Who were the Northmen? When did they visit America? What part of America did they visit? Why are they not considered the discoverers of the New World? Were their voyages to America important?

II

For what was Columbus searching when he made his voyage in 1492? Why was he disappointed when he found the New World? What other famous Spanish explorers made voyages to America soon after Columbus's first voyage? Tell what you can about the first voyage made around the

world. What part of America did Ponce de Leon explore? Who discovered the Pacific Ocean? Tell what you can about the explorations of De Soto.

III

Describe the voyages and explorations of the Cabots. Of what value were these explorations to England? Give a full description of the voyage of the first Englishman around the world. Describe the attempt of Gilbert and Raleigh to establish a colony in the New World.

IV

Describe the work of Cartier. Give a full description of the explorations of Champlain. Tell what you can of the work of Joliet and Marquette. Give a full description of La Salle's work.

V

Why was the New World called America instead of being named for Columbus?

VI

Tell what you can of Henry Hudson and his work.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the voyages of the Northmen to America. Discuss the Spanish discoveries and explorations. Discuss the English explorations. Compare the explorations of the Spanish with those of the English in respect to location and importance. How do the French explorations compare in importance with those of the Spanish and English?

QUESTIONS FOR CLASS RECITATIONS

(Disposition of Territory in the New World)

What was the "right of discovery"? What part of the New World did Spain claim by this right? What did England claim? What part did France claim? What territory in America did other nations claim by the right of discovery? How did England dispose of her territory in the New World? Why did this cause trouble in later years?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the claims of the various nations to the territory of the New World.

QUESTIONS FOR CLASS RECITATIONS
(Decline of Spanish Power)

I

How did the power of Spain compare with that of other nations at the time of Columbus? How did this help her in America? How did Spain's possessions in America help build up her influence in Europe?

II

How did the English sea captains injure Spain, and who were the most noted of these captains? Why did the King of Spain make war on England? What was the Invincible Armada? How did the English fleet compare with the Spanish? Which nation had the better commanders? How did the English fleet attack the Armada? What was the result of this battle? What was the effect of the defeat of the Invincible Armada on Spain? What effect did it have on England's sea power? How did this affect North America?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the decline of Spanish power and its effect on America.

QUESTIONS FOR CLASS RECITATIONS
(The American Indian)

I

Why were the native inhabitants of America called Indians?

II

What is the difference between savage and barbarous Indians? Between barbarous and half-civilized Indians? Where did the savage Indians live? What part of America did the barbarous Indians inhabit? Into what races were the barbarous Indians divided? Where did each race live? How did these races differ? Name the more important tribes of each race of the barbarous Indians. Where did the half-civilized Indians live? How did they differ from the savage and barbarous Indians? What Indians had the most influence on the history of the United States, the savage, the barbarous, or the half-civilized? Why was this? Show on the map where each of the races of each class of Indians lived.

III

In what ways were all American Indians alike? Tell all you can about the way they lived. Why were there not more Indians in so large a country?

IV

Describe the nature and habits of the Indian. Why did the white man not make slaves of the Indians as he did of the negroes?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Compare the savage, barbarous, and half-civilized Indians in respect to civilization and location. Describe the appearance of the American Indian and his manner of living. Discuss the character of the Indian.

THE THIRTEEN COLONIES

ORIGIN, GROWTH AND POLITICAL HISTORY

THE SOUTHERN COLONIES

I VIRGINIA

1. *Origin*
Mc. 29-32; T. 19-21; M. 52-57; F. 65-69
2. *Character of Early Settlers*
H. I, 175-177; M. 57-58; F. 69-70
3. *Origin of Representative Government in America*
Mc. 33; T. 22; M. 59-60; F. 72
4. *Virginia Made a Royal Province*
Mc. 34; T. 39-40; M. 62; F. 73-74
5. *Quarrels Between the People and the Royal Governors*
F. 74-75
6. *Sir William Berkeley*
M. 62-65; F. 75-76
7. *Bacon's Rebellion*
T. 40-41; M. 65-66; F. 77-78

II MARYLAND

1. *Origin*
Mc. 34-36; H. I, 143-146; T. 36-37; M. 103-104;
F. 124-127
2. *Nature of Government*
Mc. 35; T. 37-38; M. 105; F. 126-127
3. *Religious Disputes*
Mc. 35-36; T. 38-39; M. 105-107; F. 127-128

III NORTH AND SOUTH CAROLINA

1. *Origin*

Mc. 54-55; T. 42-44; M. 113-115; F. 147-1.

2. *Character of Colonists*

T. 44; M. 115; F. 148-150

3. *Government*

T. 42-43; M. 115-116

IV GEORGIA

1. *Origin: Character of Settlers*

Mc. 57-58; T. 57; M. 122-124; F. 150-152

2. *Government*

T. 57-58; M. 125-126; F. 152

B NEW ENGLAND

I ORIGIN AND GROWTH IN POPULATION

1. *Plymouth and Massachusetts Bay Colonies*

(a) Origin of Puritans and Separatists

Mc. 40; M. 76-77; F. 86-87

(b) Persecution of Puritans and Separatists

Mc. 41; H. I, 180-181; T. 24; M. 7;
F. 87-88

(c) The Founding of Plymouth Colony

Mc. 41-46; H. I, 133-136; T. 25-28;
78-82; F. 88-91

(d) The Founding of Massachusetts Bay Colony

Mc. 46-47; H. I, 25-28, 136-140; T. 28;
M. 82-85; F. 91-932. *Connecticut and New Haven*

Mc. 50-51; T. 35-36; M. 98-99, 101; F. 100-

3. *Rhode Island*

Mc. 49-50; T. 33-35; M. 86-88; F. 98-100

4. *New Hampshire and Maine*.
Mc. 47-48; T. 36; M. 96-98; F. 99-100

II GOVERNMENT IN EARLY NEW ENGLAND

1. *The Virginian and the Puritan: Union of Church and State*
Mc. 48; T. 32-33; M. 62-63, 86, 96; F. 95-96
2. *Local Government: The Town Meeting*
M. 81, 96; F. 94
3. *Government Under the Charters*
Mc. 46, 50; T. 31-33; M. 85-86; F. 92, 102, 106-107
4. *New England Confederacy*
 - (a) Origin
Mc. 51-52; T. 64; M. 90; F. 107
 - (b) Nature
Mc. 52; T. 65; M. 90; F. 107
 - (c) Defects
 - (d) Value
T. 65; M. 90

III RELATIONS OF THE ENGLISH WITH THE INDIANS

1. *The Indians and the Pilgrims*
H. I, 28-30; T. 62; F. 90-91; M. 81-82
2. *The Pequod War*
Mc. 71; T. 64; M. 88, 99-100; F. 103-104
3. *The Indians and the Puritans*
Mc. 71; T. 62-63; M. 88; F. 103, 110
4. *King Philip's War*
Mc. 72; T. 65-66; M. 93-94; F. 110-112

IV UNDER THE ROYAL GOVERNORS

1. *Annulling of the Charter of Massachusetts Colony*

- (a) First Attempts
F. 97
- (b) The Confederacy and the Commonwealth
T. 70
- (c) Quarrels Between Charles II and Massachusetts
M. 95; F. 109
- (d) The Charter Annulled
Mc. 53; T. 70-72; M. 95; F. 112-113

2. *Securing of Royal Charters by Rhode Island Connecticut*
Mc. 52-53; T. 34, 75; M. 102; F. 109-110

3. *Rule of Sir Edmund Andros*
T. 72-75; M. 95; F. 114-115

4. *Massachusetts and New Hampshire from 1681776*
Mc. 53; T. 75; M. 95, 97-98; F. 115-116

C THE MIDDLE COLONIES

I NEW YORK

- 1. *Discovery and Settlement*
Mc. 36-39; M. 67-70; F. 129-131
- 2. *Character of the Colonists*
Mc. 38, 102; H. I, 174; T. 48; M. 70-72; F. 1
- 3. *Government Under the Dutch*
M. 71-73; F. 131-132
- 4. *The Colony Under English Control*
Mc. 55; T. 46; M. 74; F. 133-134

5. *Under the Royal Governors*

T. 47-48; F. 134-137

II NEW JERSEY

1. *Origin*

Mc. 55; T. 49; M. 75; F. 137

2. *Political History*

Mc. 55; T. 49-50; M. 75-76; F. 138

III DELAWARE

Mc. 56-57; T. 56-57; M. 111-113; F. 132, 141

IV PENNSYLVANIA

1. *Origin*

Mc. 55-56; T. 52-53; M. 118; F. 138-139, 141

2. *Settlement and Growth*

T. 54-56; M. 119, 122; F. 140-142

3. *Government*

T. 54-57; M. 120; F. 139

4. *The Province Under Deputy Governors*

(To be discussed by the teacher)

QUESTIONS FOR CLASS RECITATIONS

(The Southern Colonies)

I

What was the object of the London Company in sending settlers to America? How did the London Company secure land? What territory did it secure? Describe the condition of the Jamestown settlement during the first year, and the work of John Smith. What was the character of the early settlers? Why did they come to the New World? Describe the government of the colony under Thomas Dale, and the condition of the colony under his rule.

What is representative government? Describe its origin in America. What is a royal province or colony? How and why did Virginia become a royal province? Did this change affect the law-making power of the

people? Describe in a general way the relations between the royal governors and the people. What were the general results of these relations? How long was Sir William Berkeley governor of Virginia? What caused his term of office as governor to be divided? For what two things was his long rule especially noted? Describe Bacon's Rebellion, discussing its cause and results.

II

Contrast Virginia and Maryland with regard to the object of settlement. What is a proprietary colony? Describe the difference between the proprietary colony Maryland and the royal province Virginia in regard to the selection of governor. Contrast Maryland and Virginia in regard to the rights and powers the people had in the government of each colony. In what way did religious disputes affect Maryland? Describe the relations of Virginia and Maryland.

III

Describe the origin of North and South Carolina. Compare the granting of this territory with the granting of Virginia to the London Company. What is the form of government that first existed in the Carolinas called? Describe the character of the early settlers. Why did they settle in these two colonies? What rights did the people of these two colonies have in the government when it was first organized? How did the religious beliefs of the people affect these rights? What caused these two colonies to become royal provinces? Describe briefly the growth of these colonies, giving the names and locations of the larger towns.

IV

Describe the origin of Georgia, and give the reason for its settlement. What was the character of its early settlers? Describe the growth of this colony. Why was the colony not more prosperous? What powers did the people have in the government? When and why did Georgia become a royal province?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the object of the settlement and the character of the settlers of each of the southern colonies. Compare these colonies with respect to growth in wealth and population. Discuss the origin of representative government in America. Compare the southern colonies with respect to the rights of the people in the government. Discuss the relations between the royal governors and the people.

QUESTIONS FOR CLASS RECITATIONS
(New England)

I

Why did King Henry VIII have himself declared the head of the Catholic Church in England? Did he wish to destroy or make many changes in the doctrines of the church? How did the Episcopal Church come to be established? Who were the Puritans? How did the Separatists differ from the Puritans? How were the Puritans and Separatists treated? Why did the Separatists go to Holland? Why did they wish to leave Holland and go to America? Why were they called Pilgrims? Did they intend to settle in Massachusetts? Describe the first year of the life of the Plymouth colony. What caused the Puritans to wish to leave England and come to America? How did the Puritans obtain land in America? What settlements were made by the Puritans in Massachusetts? Compare the growth of the Plymouth colony with that of the Massachusetts Bay Colony. Describe the origin and growth of the Connecticut colony. Describe the origin and growth of the New Haven colony. How did the Connecticut and New Haven colonies become united? What caused the settlement of Rhode Island? Tell what you can about Roger Williams and Anne Hutchinson. What was the character of the first settlements in New Hampshire and Maine?

II

Compare the object of the settlers of New England with that of the settlers of Virginia in coming to America. Did the Puritans establish religious liberty in their colonies? What kind of government did they establish? How was the life and government of the people affected by the fact that they came over in congregations, each congregation settling together? Who voted at the town meetings? Describe the government provided by the charters. Tell what you can about the beginning of representative government in New England. Compare this with the beginning of representative government in Virginia. Was it necessary in all the New England colonies that a man be a church member before he could vote? How did Connecticut differ from all the other New England colonies in her government? Who controlled the law-making department of government in each of the New England colonies? What caused the formation of the New England Confederacy? Why was Rhode Island not admitted to this Confederacy? Describe the organization of the Confederacy. Why was it not a strong union? Of what value was the Confederacy?

III

Why did the Indians not trouble the Pilgrims? Why were the Indians friendly to the English at first, and later unfriendly? Tell what you can about the Pequot war. How did the Puritans treat the Indians? Why

were the Indians and the Puritans not able to get along well together? Tell what you can about King Philip's war. Compare this war with the Pequod war. What effect did King Philip's war have on the relations of the people of New England with the Indians?

IV

Why did King Charles I dislike the Puritans? For what causes had the Puritans banished people from Massachusetts? Describe briefly the overthrow of Charles I. How was New England treated by the English government while Cromwell and Parliament ruled? When Charles II became king, what demands did he make of the Massachusetts Bay Colony? Were these demands reasonable? Explain in full why the charter of this colony was annulled. Describe the rule of Governor Andros. Why did the king unite New England, New York and New Jersey under one governor? Describe the conditions which led to the overthrow of Andros. What were the most important provisions of the new charter granted to Massachusetts? How did the governments of Rhode Island and Connecticut differ from those of the other New England colonies? Describe in a general way the relations between the royal governors and the people. What effect did the quarrels between the royal governors and the people have on the relations of the colonies to England?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the religious conditions in England leading to the settlement of New England. Compare New England colonies with the southern colonies in respect to the object of their settlement and character of their settlers. Discuss the Puritan ideas of government as shown in the government established in New England. Compare the New England and southern colonies in respect to the power of the people in the government. Discuss the relations between the Indians and the settlers of New England. Discuss the annulling of the charter of the Massachusetts Bay Colony. Compare the relations between the people and the royal governors in New England with those between the people and the royal governors in the southern colonies.

QUESTIONS FOR CLASS RECITATIONS

• (The Middle Colonies)

I

For what object did settlers first come to New York? Compare the settlement of New York with the settlement of Virginia and of Massachusetts. Why was New York at first called New Netherlands? Describe

the character of the early settlers. Describe the method of colonizing this territory. Describe the government of New York by the Dutch. Tell what you can of the work of Peter Stuyvesant. How did New Netherland come under English control? What conditions caused New York to become a royal province? Compare the government of New York under the English with that under the Dutch. How did the people get along with the royal governors?

II

Describe the origin of New Jersey. What kind of government was established in this colony by the proprietors? Why was the colony divided? Was the settlement of the Quakers in East Jersey important? Why was New Jersey made a royal province?

III

Tell what you can of the origin and settlement of Delaware.

IV

Tell all you can about William Penn and give his reasons for founding a colony in America. Describe the settlement of Pennsylvania. Why did Penn buy the rights to Delaware? What was the Mason and Dixon line? What was the character of the settlers of Pennsylvania? How did the growth of Pennsylvania compare with that of the other colonies? Why was this? Describe the government established by Penn. Compare the rights of the people in the government of this colony with their rights in the government of the other colonies. Describe the government of the province under the deputy-governors.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the causes leading to the settlement of each of the middle colonies and compare them with the causes of the settlement of New England and the southern colonies. Compare each of the middle colonies with the New England and southern colonies in respect to government, bringing out the powers of the people in the government of each. Compare the middle with the southern and New England colonies in respect to the character of their settlers. Compare the growth of the middle colonies with the growth of the New England and the southern colonies.

THE THIRTEEN COLONIES

THE FRENCH IN NORTH AMERICA

I FRENCH EXPLORATIONS AND SETTLEMENTS

Mc. 60-65; M. 28, 126-130; F. 50-54, 155-159

II CONTRAST OF FRENCH AND ENGLISH SETTLEMENTS

M. 131; T. 89-90

III RELATIONS OF THE FRENCH WITH THE INDIANS

1. *Value of Indian Friendship*

Mc. 70-71; F. 54

2. *Enmity of the Iroquois*

Mc. 72-73; F. 54-55

IV EARLY CONFLICT BETWEEN FRENCH AND ENGLISH

1. *Conditions Making Conflict Inevitable*

Mc. 76; F. 159-160

2. *Conditions Leading to English Success*

(To be discussed by the teacher)

3. *King William's, Queen Anne's and King George's Wars, 1689-1748*

Mc. 76-81; T. 85-87; M. 131-134; F. 161-168

V THE FRENCH AND INDIAN WAR, 1754-1763

1. *Beginnings*

(a) Washington's First and Only Surrender, 1754

Mc. 81-86; T. 90-92; M. 135-138; F. 168-169

(b) Braddock's Defeat, 1755

Mc. 87-88; H. II. 138-141; T. 94-95; M. 138-139; F. 170

- (c) Other English Reverses, 1754-1758
Mc. 88; T. 96; F. 172
- 2. *The War Under Pitt's Direction, 1758-1763*
 - (a) Pitt's Able and Vigorous War Policy
Mc. 89; T. 97; M. 139; F. 170-172
 - (b) English Victories, 1758-1760
Mc. 89-90; H. II. 146-150; T. 97-100; M. 139-140; F. 173-174
- 3. *Treaty of Peace: Results of the War*
Mc. 90-91; T. 100-101; M. 141-142; F. 174-175

QUESTIONS FOR CLASS RECITATIONS

(The French in North America)

I

Tell what you can of the explorations and settlements made by Cartier and Champlain. Why is Champlain called the "Father of New France"? What part of the continent was explored by Joliet and Marquette? Discuss La Salle's explorations. Draw a map showing the routes of these explorers and the territory claimed by France by virtue of these explorations. Describe the manner in which the explorers took possession of the country for France.

II

How did the French and English colonies differ in the purpose of their settlements? How did this affect the character of the settlements of the two nations? Compare the English and French colonies in respect to location, extent, and size of population. What caused the great difference in population?

III

Why did the French wish to be friendly with the Indians? How did they gain the friendship of the Indians? Why were the English less dependent on the Indians than were the French? How did the French make enemies of the Iroquois? How did this affect the growth of the French colonies? How did the friendship of the Iroquois for the English affect the growth of the English colonies?

IV

How did the French occupy the territory which they claimed? Why were the English and the French colonists sure to come into conflict in North America? Why was it natural that the English should pass over

the Alleghany mountains into the Ohio valley? Why did the French wish to prevent this? Why were the French unable to check the westward advance of the English? Tell what you can about King William's War. About Queen Anne's War. About King George's War.

V

Tell what you can of the Seven Years' War in Europe. How was the French and Indian War in America connected with the Seven Years' War in Europe? Why did the French build a series of forts from Lake Erie to the site of the present city of Pittsburg? Why did the English object to this? Tell all you can about Washington's expedition against Fort Duquesne. What was the effect of Washington's defeat on the Indians in the Ohio valley? What was its effect on the English? Why were the English colonists so slow in preparing for war? Tell what you can of Braddock's expedition, discussing the causes of its defeat. Describe the English expeditions against Forts Ticonderoga and Crown Point. What was the effect of these defeats on the English? Tell what you can of Montcalm and his work. Tell all you can of William Pitt and his war policy. Describe the taking of Louisburg. How did the capture of Louisburg aid the English? Describe fully the capture of Quebec. Compare the French General Montcalm with the English general Wolf in character, ability and courage. Draw a map showing all the changes in territory in America made by this war. What was the effect of the war on the history of America? What was the direct effect on the English colonists?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Compare the French and English settlements in location, extent, purpose of settlement, character, and population. Discuss the relations of the French with the Indians. Compare the attitude of the French toward the Indians with that of the English. Discuss the enmity of the Iroquois to the French and its effect on colonial history. Describe the conditions which made war between the French and English inevitable. Discuss the conditions leading to English success in this struggle. Discuss in a general way King William's, Queen Anne's, and King George's Wars. Discuss the Seven Years' War in Europe and its connection with the French and Indian War in America. Discuss the scope of the French and Indian War. Describe the work of Washington in this war. Discuss the work of Pitt. Discuss the results of the war, including territorial changes and political effects.

THE THIRTEEN COLONIES

INSTITUTIONAL LIFE IN THE COLONIES

1 INDUSTRIAL CONDITIONS

I COMMERCIAL INDUSTRIES

1. *The Southern Colonies*

(a) Products

Mc. 104; H. I, 63-64, 156-159; T. 40-44;
M. 58-59, 116-117, 124; F. 70-71, 129,
149-150

(b) Plantations

1. Growth

Mc. 104; F. 71

2. Relation to Growth of Cities

Mc. 104; F. 76

3. Relation to Growth of Slavery

Mc. 105; M. 61; F. 71

(c) Relation of Slavery to Industrial Conditions

(To be discussed by the teacher)

H. I, 158-159

2. *New England*

(a) Occupations

1. Agriculture

Mc. 101-102; M. 86; F. 106

2. Manufactures

Mc. 98-99; T. 80-81; M. 97

3. Fisheries

Mc. 101; M. 86

4. Commerce

Mc. 102; H. I, 139-140; H. II, 50-51,
59-60; M. 86; F. 95
- (b) Relation of Industrial Conditions to Slavery
(To be discussed by the teacher)
F. 313
3. *The Middle Colonies*
 - (a) Occupations
 1. Agriculture
Mc. 103; H. I, 147, 159-161
 2. Manufactures
Mc. 103; M. 76
 3. Commerce
Mc. 103; H. II, 37-39
 - (b) Relation of Industrial Conditions to Slavery
(To be discussed by the teacher)

II PROFESSIONAL LIFE

(To be discussed by the teacher)

1. *The Ministry*
T. 32-33; M. 149; F. 106
2. *Medicine*
3. *Law*

B SOCIAL CONDITIONS

Mc. 93-94, 100; H. I, 67-70, 160; T. 83-84; M. 147-148

I THE SOUTHERN COLONIES

1. *Classes of Society*
 - (a) The Negro Slave
Mc. 105; H. I, 157-159; H. II, 34-35; M. 61

(b) Indented Servants

Mc. 97-98, 105; H. I, 175; T. 42; M. 61-62; F. 71-72

(c) The Middle and Upper Classes

H. I, 149-152; M. 146-147

2. *Dress and Amusements*

H. I, 152, 224-229; H. II, 19-26; T. 81; M. 147-148

II NEW ENGLAND

1. *Classes of Society*

(To be discussed by the teacher)

(a) Slaves

(b) Indented Servants

(c) The Middle and Upper Classes

2. *Social Distinctions*

(To be discussed by the teacher)

3. *Dress and Amusements*

H. I, 152-155, 180-182, 192-194; H. II, 26-27, 39-42, 211-212; T. 81

III THE MIDDLE COLONIES

1. *Classes of Society*

(To be discussed by the teacher)

(a) Slaves

(b) Indented Servants

H. I, 174, 184, 188-191; H. II, 52-55

(c) The Middle Class

(d) The Upper Class

Mc. 38; T. 105; M. 70-71; F. 131

2. *Dress and Amusements*

H. II, 17-19, 184, 187

C GOVERNMENT

(To be discussed by the teacher)

I LOCAL GOVERNMENT

1. *The County*
2. *The Township*
M. 81; F. 94
3. *The Parish*
F. 94

II COLONIAL AND STATE GOVERNMENT

(To be discussed by the teacher)

1. *State Government*
 - (a) Legislative Department
 - (b) Executive Department
 - (c) Judicial Department
2. *Colonial Government—Departments*

- (a) Legislative Department
Mc. 106, 33, 35, 46, 57; H. II, 61; T. 22, 31-32, 43; M. 60, 85-86, 101, 72, 106-107, 134, 140

- (b) Executive Department
Mc. 106-107; H. II, 61; T. 31; M. 6, 76, 95, 105, 120; F. 75-78, 114, 135-136

- (c) Judicial Department

3. *Colonial Government—Classes*

- (a) Charter Government
Mc. 105; T. 104-105
 - (b) Proprietary Government
Mc. 105-106; T. 104; F. 126

(c) Royal Government
Mc. 106-107; T. 105

III NATIONAL GOVERNMENT
(To be discussed by the teacher)

IV RELATION OF COLONIAL GOVERNMENT TO PRESENT STATE GOVERNMENT
(To be discussed by the teacher)

D RELIGION; GROWTH OF RELIGIOUS LIBERTY

I RELIGIOUS LIBERTY AT THE PRESENT TIME
(To be discussed by the teacher)

II RELIGIOUS PERSECUTION IN EUROPE
Mc. 36, 41, 47, 49; M. 76-77; F. 87

III RELIGIOUS PERSECUTION IN THE COLONIES
Mc. 36, 48; T. 75-78; M. 62, 83, 86-88, 91-93, 94, 104-107; F. 93, 98-99, 107-108, 128

IV CHURCHES HAVE NOT BEEN RESPONSIBLE FOR RELIGIOUS PERSECUTION
(To be discussed by the teacher)

V RELIGIOUS LIBERTY IN THE UNITED STATES: CAUSES OF ITS GROWTH
(To be discussed by the teacher)

E EDUCATION

I COMPARISON OF COLONIAL SCHOOLS WITH THOSE OF THE PRESENT TIME
(To be discussed by the teacher)

II CONDITION OF SCHOOLS IN ENGLAND
(To be discussed by the teacher)

III THE SOUTHERN COLONIES
H. I, 216-217, 224-226; T. 82; M. 62; F. 75

IV NEW ENGLAND

H. I, 109-111, 206-210, 214-216, 232-233; T. 81-83;
M. 88-89, 149; F. 96

V THE MIDDLE COLONIES

H. I, 218-224; M. 149-150

QUESTIONS FOR CLASS RECITATIONS

(Industrial Conditions)

What is meant by the institutional life of a nation? Show by illustrations how the life of every citizen is related to each of the five institutions. Why should a nation be judged largely by the condition of its institutions? Why are topography, climate and soil important influences in history? Describe the topography, climate and soil of the southern colonies. Of New England. Of the middle colonies. Show how these influences determined that the South should be almost entirely agricultural and should have slave labor. Show how they determined that the North should develop various industries and should have free labor. How did these differences affect the history of the nation?

I

Describe fully what industrial life includes. Why do topography, climate and soil affect industrial life more than any other of the institutions? What were the leading southern products, and how did they affect the growth of large plantations? Tell all you can about the culture of tobacco in the southern colonies. Why were laws made regulating its production and the quality exported? How did topography, climate and soil encourage the growth of large plantations in the South? Discuss the effect of large plantations upon the growth of cities. How did the large plantations affect the growth of slavery? Why were there few free laborers in the South? How did the lack of free labor affect the growth of manufactures, commerce and similar industries?

Why were there no large plantations in New England? Why did the farmers of New England raise a great variety of products instead of a few staples as did the planters of the South? What caused the people of New England to engage in other occupations besides farming? Describe the manufactures of New England. Tell what you can of the fisheries of New England. Discuss the conditions of trade and commerce in New England. Why was there little slavery in New England? If, instead of a hilly country, poor soil, and cold winters, New England had had a warm, pleasant climate, and had consisted of broad fertile plains, what would have been the effect upon industrial life?

Describe the farming conditions in the middle colonies. Compare them with those in the southern colonies and in New England. Describe the manufactures of the middle colonies. Why did England try to prevent the growth of manufactures in the colonies? How did this affect the colonies? Tell what you can of the commerce of Philadelphia and New York. What was the effect of industrial conditions in the middle colonies on slavery? Compare this effect with the effect of these conditions on slavery in New England and in the southern colonies.

Describe the character and position of the ministers of New England. Why were the ministers of so much more importance and influence in New England than in any of the other colonies? In what way and why did the ministers of New England lose much of their influence after the colonies became royal provinces? Describe the character and work of the ministers of the middle colonies. What is a State or Established church? Is it good policy to have a church supported by public taxes? What was the character of the Episcopal ministers of the southern colonies? Why did they have less ability and influence than the ministers of the other colonies or of the other churches in the South?

What was the general condition of the medical profession in the colonies? Tell what you can of this profession in Pennsylvania, noting the ability of the doctors, the medical schools and the hospitals. What can you say of the profession of law in the colonies? What change was there in the condition of this profession just before the Revolution? Compare the southern colonies with the middle colonies and New England in respect to the character and ability of their lawyers.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

What is meant by the institutional life of a nation? Show by illustrations how the life of every citizen is related to each of the five institutions. Why are topography, climate and soil important influences in history? Discuss the topography, climate and soil of the South and their effect upon the industrial life of the southern colonies. Discuss the topography, climate and soil of the middle colonies and New England and their effect upon the industrial life of these sections. Discuss the effect of differences in the topography, climate and soil of the northern and southern sections of the country upon the history of the nation. Discuss the causes of the growth of large plantations in the South. Discuss the relation of the plantation system to the growth of slavery and to the growth of cities. Discuss the effect of slavery on industrial conditions in the South. Compare the industrial conditions of New England with those of the southern colonies and discuss the cause of difference. Discuss the commercial industries of the middle colonies. Discuss the conditions which tended to the growth of slavery in the South and to its abolition in

the North. Show the effect of this upon the industrial and political life ~~of~~ of the nation. Discuss the character and position of the ministers in the colonies, comparing those of different sections of the country. Discuss ~~the~~ the condition of the medical profession in the colonies. Tell what you can of the profession of law in the colonies.

QUESTIONS FOR CLASS RECITATIONS (Social Conditions)

I

Describe fully what constitutes social life. What were the more important conditions affecting social life in the colonies? Name and describe the four classes of society that existed in the southern colonies. What was the condition of the negro slave when he was first brought to America? Why was he not educated? Describe the laws relating to the negroes. Why were such laws passed? Tell all you can of the treatment of slaves. Why was there a difference in the treatment of slaves between the extreme southern colonies, Georgia and South Carolina, and those southern colonies further north? Describe the character of the indented servants of the southern colonies. How were they treated? Compare their condition with that of the slaves. What distinctions existed between the middle and upper classes in the southern colonies? In what way did slavery affect the attitude of the gentlemen of the upper class toward tradesmen and merchants? Describe the character and position of the southern gentlemen. What can you say of their patriotism? Name some of the leading patriots of our nation who belonged to the upper class in the southern colonies. Show how the conditions of plantation life tended to develop men of strong character and ability. Describe the industrial life on a large plantation. Describe the dress of the upper classes. What amusements were most popular with the southerners? Describe the rural field sports.

II

What classes of society existed in New England? Describe each class. Describe the treatment of the slaves and bound servants. Upon what basis did the distinction between the middle and upper classes rest in New England? How did this differ from the southern basis of aristocracy? How did a man's social position in New England affect his prominence in politics? How did class distinctions enter into the every day life of the people? How did they affect college life? What was the effect of the Puritan religion on the dress and amusements of the people? Describe the amusements of the New England people. What effect did the coming of the royal governors have on the social life of New England?

III

Compare the white and the slave populations of the middle colonies with those of New England and the southern colonies. What classes of society were found in the middle colonies? Compare the treatment of slaves in these colonies with their treatment in the southern colonies, and in New England. What was the character of the bound servants of the middle colonies? What proportion of the total population of the middle colonies was of English descent? Compare this proportion with the proportion which existed in New England and in the southern colonies. Of what did the aristocracy of New York consist? Compare the owners of large estates on the Hudson with the large land holders of the South in respect to position and power. Describe the dress and amusements of the people of the country and small towns. Describe the dress and amusements of the upper classes in the cities.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the general conditions affecting social life in the colonies. Discuss briefly the classes of society existing in the colonies. Discuss the condition of the slaves in the colonies, comparing their conditions in the three sections. Discuss the indentured servants and their conditions in the various colonies. Discuss the middle class in New England and in the southern and middle colonies. Discuss the character and position of the upper class in New England and in the southern and middle colonies. Discuss the social distinctions existing in New England and in the South. Discuss the dress and amusements of the people of the colonies.

QUESTIONS FOR CLASS RECITATIONS
(Government)

Under what different forms of government does each person live? Why do not the laws of these various governments conflict?

I

Describe fully what constitutes local government. What is the most important unit of local government at the present time? What are the names and duties of the board that has general charge of the county government? Name the various county officers and briefly describe their duties. Compare the importance of the county in local government at the present time with its importance in colonial times. During colonial times how did the county in New England compare in importance with the county in the middle colonies and in the southern colonies? Describe the com-

position, powers and duties of the county court in New England. Compare the New England county court of colonial times with the county court that existed in the province of Virginia.

Describe the New England township, noting its origin, and comparing its importance with that of the county. Give the composition, powers and duties of the old New England town-meetings. How does township government in New England differ from that in other parts of the country at the present time? Describe the parish as a unit of government. Compare its importance in South Carolina with the importance of the township in New England.

II

Of what does the state government have control? What affairs of government are under the control of the national government. Explain how the people of the United States are the source of all power. Of what three departments does national, state and local government consist? What is the object of this division into departments? Of what two houses does the legislative department of the national government consist at the present time? Of what two houses does the state legislative department consist? What constitutes the legislative department of local government? What are the general duties and powers of the state legislative department?

Of what does the executive department of national, state and local government consist? Name some of the more important executive officers of the state, and explain how the executive officials are elected. What are the general duties and powers of the executive department?

Of what does the judicial department of national, state and local government consist? What are the general duties and powers of the judicial department?

Into how many departments was the government of the various colonies divided? Compare the legislative department in the colonies with the state legislative department today in regard to the number of houses and qualification of members. During colonial times what were the general powers and duties of the lower branch of the legislative department? Of the upper branch?

Of what did the executive department in the colonies consist? How were the governors selected? What were their general powers and duties? Of what did the judicial department in the colonies consist? Define its duties and powers.

Name each class of colonial government. Explain Charter Government. Explain Proprietary Government. Explain Royal Government.

III

Of what did the national government of the colonies consist? Explain the relation of the national government to the colonies.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the relation between local government in the colonies and local government at the present time. Show in what way the state legislative department today is simply an outgrowth and modification of the legislative department in the colonies. In what ways do the state executive departments today resemble the executive departments in the colonies? Explain the relation between the judicial department of today and the judicial department of the colonies. What change has there been since colonial times as to the number of officers elected directly by the people? What change has there been as to the qualifications of voters?

QUESTIONS FOR CLASS RECITATIONS
(Religion)

I

What is meant by religious liberty? Describe religious liberty as it exists in the United States at the present time.

II

Compare the condition of religious liberty in the United States today with its condition in Europe about the time the colonies were settled.

III

Did the Puritans come to America for the purpose of establishing religious liberty? Tell all you can about the persecution of people in New England on account of their religious belief. Describe the laws made in the various colonies against certain churches. Describe the religious conditions in Rhode Island and in Pennsylvania.

IV

To what conditions are religious persecutions due? What is the relation between political and religious liberty? How are general education and political liberty related?

V

How did the establishment of public schools aid the growth of religious liberty in the United States? What is meant by the separation of church and state? How did the separation of church and state affect the growth of religious liberty in the colonies?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the condition of religious liberty in Europe about the time the colonies were settled. Discuss the condition of religious liberty in the colonies. Discuss the growth of religious liberty in the United States. Discuss the causes of religious persecution.

QUESTIONS FOR CLASS RECITATIONS
(Education)

I

Compare briefly the conditions of the schools of the colonies with those of today.

II

What was the condition of England in regard to schools and general education at the time the colonies were settled? Describe the school system of England at that time. What was the influence of educational conditions in England on those in the colonies?

III

How did the character of the ministers influence educational conditions in the South? What was the effect of plantation life upon the building up of schools? What was the attitude of the royal governors toward general education, and what was its effect? How were the sons of the rich planters educated? Tell what you can of the founding of the College of William and Mary.

IV

What was the influence of the character of the ministers upon education in New England? How did the Puritan religion serve to encourage education? Tell what you can of the first laws establishing public schools in America. Describe the founding of colleges in the New England colonies. Tell what you can of the customs and studies in these colleges.

V

How did the middle colonies compare with New England and with the southern colonies in the matter of education? Tell what you can of the support given by the government to schools in the middle colonies. Describe the educational work of the churches. How did the general education of the people of the middle colonies compare with that of the people of New England? Tell what you can of the schools of Philadelphia. Tell what you can of the work of Franklin in advancing education. Compare the colleges of the middle colonies with those of New England.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the educational conditions in England at the time of the founding of the colonies. Discuss the influence of the ministry upon education in the colonies. Discuss the origin of the public school system. Compare New England, the southern and the middle colonies in respect to general education. Why was New England ahead of the other colonies in the matter of education? Discuss the colleges of the colonies. Compare in a general way educational conditions in the colonies with educational conditions in the United States at the present time.

THE AMERICAN REVOLUTION

A CAUSES AND BEGINNINGS

I ENGLISH CONTROL OF COLONIAL COMMERCE

Mc. 108; T. 107-109; M. 152-153; F. 181-183

II TAXATION WITHOUT REPRESENTATION

Mc. 110-112, 115-116; T. 109-110; M. 153-154; F. 184, 188

1. *The Stamp Act and the Stamp Act Congress, 1765*
Mc. 112-115; H. II, 153-162; T. 110-114; M. 154-155; F. 188-191

2. *The Declaratory Act, 1766: The Townshend Acts, 1767*
Mc. 117-120; H. II, 162-166; T. 114-123; M. 155-158; F. 191-203

III COMMITTEES OF CORRESPONDENCE, 1772

Mc. 121; T. 120-121; M. 159; F. 199-200

IV THE REPRESSIVE OR INTOLERABLE ACTS, 1774

Mc. 120; T. 123-126; M. 158; F. 203

V THE FIRST CONTINENTAL CONGRESS, 1774

Mc. 121-122; H. II, 168-169, 204; T. 125-127; M. 159-160; F. 203-204

VI PREPARATION BY THE COLONISTS

H. II, 191-196; T. 127; M. 160

VII CONCORD AND LEXINGTON, 1775

Mc. 126-128; H. II, 257-260; T. 128-129; M. 160-162; F. 204-205

VIII SIEGE AND CAPTURE OF BOSTON, 1775-1776

Mc. 129-131; H. II, 208-209, 261-266; T. 131-134;
M. 162-166; F. 205-209

IX DECLARATION OF INDEPENDENCE, 1776

Mc. 131-135, Appendix, 1-4; H. II, 172-175; T. 134-139;
M. 167-168; F. 209-210

X COMPARISON OF RESOURCES OF ENGLAND AND AMERICA

T. 132; F. 216

B CAMPAIGNS**I THE CAMPAIGN TO SEPARATE NEW ENGLAND FROM THE OTHER STATES, AND THE CAMPAIGN AGAINST PHILADELPHIA AND THE MIDDLE STATES**

Mc. 135-143, 146-149; H. II, 191-292; T. 139-160;
M. 169-182; F. 216-234

II CAMPAIGN AGAINST THE SOUTHERN STATES

Mc. 143-146; H. II, 307-309; T. 160-165; M. 181-188; F. 234-241

C RESULTS OF THE WAR

Mc. 149-152; T. 165-166; M. 188-189; F. 247

**QUESTIONS FOR CLASS RECITATIONS
(Causes and Beginnings of the Revolution)**

What was the attitude of the colonists toward England at the end of the French and Indian war?

I

What was the general idea regarding the relations of colonies to their home countries before the American Revolution? What were the Navigation Acts and why were they passed? Why did the colonists not seriously object to these laws? Describe Writs of Assistance and tell why the colonists objected to them.

II

Why did the British Parliament levy a tax on the colonists after the close of the French and Indian war? Was such a tax necessary? Why

did the colonists oppose it? What is meant by taxation without representation? Why did the colonists value so highly the right of taxation? How did the common people as well as the leading statesmen of England regard taxation without representation? Why did the king and his ministers insist upon taxing the colonies without their consent? What was the Stamp Act, and how was it regarded by the colonists? Describe the action of Virginia against this tax. What action was taken by the other colonies? Tell what you can of the Stamp Act Congress, discussing its origin, composition and work. Describe the way in which the stamp-distributors and the stamped paper were treated by the people. Why did the Stamp Act never go into effect? Why did the English merchants wish to have the Stamp Act repealed? Why did Parliament repeal the Act? What was the Declaratory Act and why was it passed? Describe the Townshend Acts. How were they received by the colonists? What effect did the opposition of the colonists have? Why was the tax on tea retained? Why did the colonists refuse to buy the tea? How was the tea received by the colonists? Tell the story of the Boston Tea Party.

III

What brought about the forming of local committees of correspondence, and what was their purpose? Tell what you can of the work of Samuel Adams in organizing these committees. What led to the organizing of permanent Committees of Correspondence in all the colonies? What was the value of these Committees?

IV

Describe each of the Repressive or Intolerable acts. Why were they called the "Intolerable Acts"? What was the object of the King and Parliament in passing these acts? What effect did the enforcement of these acts have on the colonies?

V

Discuss the growth of colonial union—that is the growth of unity of action among the colonies. Explain the events that led to the calling of the First Continental Congress. Discuss the composition and work of this Congress.

VI

What led the colonies to make active preparations for war? Describe these preparations. Who were the minute men?

VII

Tell all you can about the battles of Lexington and Concord. What was the effect of these battles upon the colonists?

VIII

Tell what you can about the siege of Boston. Describe the Battle of Bunker Hill. What was the effect of this battle? (Each pupil should draw a map of the neighborhood of Boston showing the position of the British and the colonial troops during the siege of Boston and in the Battle of Bunker Hill.) Describe the capture of forts Ticonderoga and Crown Point. Describe Washington's taking charge of the army and his work in organizing it.

IX

Describe the petitions sent by the colonists to the king after the capture of Boston. What do they show as to the feeling of the colonists toward England? What actions of the king's caused the people to desire to become independent of Great Britain? Why did King George hire foreign soldiers to fight in America? How was this regarded in Europe and in America? Tell what you can of the patriotic writings of Thomas Paine and their effect upon the people. When and why were state governments formed? How did the formation of these governments aid in the growth of the desire for independence? Describe the passing of the Declaration of Independence. What was the nature of the Declaration? How was it received by the Americans?

X

How was opinion in England divided regarding this war? What was the attitude of the other nations of Europe toward England? Were the Americans united in favor of the war? How did the United States compare with England in wealth? What was the source of its greatest weakness? In what respects had the United States the advantage of England in this war?

QUESTIONS FOR CLASS RECITATIONS

(Campaigns of the Revolution)

I

In what way did the battles of Lexington and Concord, and the siege of Boston influence the British plans of campaigns? Describe the three general campaigns adopted by the British after the siege of Boston. What was the object of each? Describe the capture of New York city by the British. (Each pupil should draw a map illustrating the battles around New York city.) Explain how the disobedience of Lee after the surrender of Fort Washington injured the American cause. In what way was

Lee captured by the English? Describe the retreat of Washington through New Jersey. Describe the capture of Trenton by Washington. Explain how Washington soon after the capture of Trenton succeeded in compelling the British to give up nearly all of New Jersey. (Each pupil should draw a map illustrating the work of Washington from the time he began his retreat across New Jersey until he went into winter quarters at Morristown.) Describe the invasion of Canada by Montgomery and Arnold.

What two campaigns did the British renew in the spring of 1777? Describe the campaign which resulted in the capture of Philadelphia by the British. (Each pupil should draw a map fully illustrating the campaign which resulted in the capture of Philadelphia, and also the battles which followed immediately after its capture.) In what way did Washington's work in this campaign assist in the capture of Burgoyne and his army? Describe fully the conditions and battles which led to the surrender of Burgoyne. (Each pupil should draw a map illustrating the campaign which resulted in the surrender of Burgoyne.)

What effect did Burgoyne's surrender have on the English government? What effect did it have on the Americans? How did it assist in bringing about an alliance between France and America? How did the results of this alliance in Europe assist the Americans? How did this alliance affect the policy of the English government toward America? Why would not the Americans accept the liberal terms offered by the English government?

Describe the condition of the American army at Valley Forge. Why did the British leave Philadelphia in June, 1778? Describe the battle of Monmouth. Describe the storming of Stony Point. Discuss the treason of Arnold. After the battle of Monmouth why did the British army give up all the country in the middle and New England states except the City of New York and the country close around that city? What did the British hope to gain by stirring up the Indians on the frontiers of Pennsylvania and New York? Describe how Clark and Sullivan completely defeated the Indians. Describe the work of the American navy and privateers.

II

Describe the attempt of the English to capture Charleston in 1776. Why did the British not renew the campaign against the South until after 1778 when their two northern campaigns had practically failed? Describe the southern campaign from the capture of Savannah in the latter part of 1778 to the capture of Charleston in 1780. Describe the work of the Americans under such southern leaders as Marion, Sumpter, Pickens and Williams. Describe the campaign of Gates that resulted in his defeat at Camden.

Give a full discussion of Greene's southern campaign. What was the importance of this campaign? (Each pupil should draw a map illustrating these southern campaigns.)

Give a full description of the campaign which led to the surrender of Cornwallis. How was the news of this surrender received in America, France and England? What effect did it have on the war?

When and where was the treaty of peace signed that ended the Revolution? What territory did this treaty give to the United States? Discuss some of the other provisions of this treaty that effected the United States. Why was the success of the Americans in this war a great victory for Englishmen as well as for Americans?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the causes of the American Revolution. Discuss the first period of the Revolution. (This period ended with the evacuation of Boston by the British.) Discuss the principles for which the Americans were fighting during this first period. Discuss the campaigns against the middle states. Discuss the campaign which had for its object the separation of New England from the middle states. Discuss the campaign against the southern states. Discuss the campaign which led to the surrender of Cornwallis. Discuss the effect of the Revolution on political liberty in America and in Europe.

EIGHTH YEAR WORK

THE CRITICAL PERIOD

THE CRITICAL PERIOD

I THE NATURE OF THE NATIONAL GOVERNMENT

Mc. 128-129, 155-159, 163; T. 131-132, 154-155, 168-170; M. 159, 162, 189; F. 203-204, 247-249, 253-254

II THE NORTHWEST TERRITORY; THE ORDINANCE OF 1787

Mc. 160-162; T. 182-183; M. 190-191; F. 251-252

III CONDITIONS OF MONEY AND BUSINESS

Mc. 163-165, 198-200; H. II, 218-220; T. 154-158; M. 173-174, 189-190; F. 248-250

IV ANARCHY AND REBELLION

Mc. 164; T. 170-171; M. 190; F. 247-251

V THE CONSTITUTIONAL CONVENTION

1. *Events Leading to the Convention*

Mc. 165; T. 171-172; F. 252-253

2. *Organization of the Convention: Character of Members*

Mc. 166; T. 172-173; M. 192; F. 255

3. *Making the Constitution — The Three Great Compromises*

Mc. 167; T. 173-174; M. 192, Note 3

VI THE CONSTITUTION

1. *Legislative Department*

Mc. 169, 197; T. 177-178; F. 254

2. *Executive Department*

Mc. 168, 198; T. 178-179

3. *Judicial Department*

Mc. 169, 197; T. 179; F. 254

4. *Ratification*

Mc. 169-170; T. 174-176; M. 193; F. 256

VII ORGANIZATION OF THE NEW GOVERNMENT

Mc. 170-173; T. 181-182

QUESTIONS FOR CLASS RECITATIONS

(The Critical Period)

I

Why may the time between 1783 and 1789 be called "The Critical Period of American History"? Describe the nature of the national government during the Revolution until the adoption of the Articles of Confederation in 1781. Describe the nature of the national government provided for by the Articles of Confederation. In what way did the Articles of Confederation assist to bring about the bad condition of affairs that existed during the Critical Period? During this period why were the people opposed to creating a strong central government?

II

To what territory did the Ordinance of 1787 apply? Describe in full the government provided for by this ordinance. Discuss the importance of this ordinance with regard to slavery and the government of the territories of the United States.

III

Describe the conditions of money and business during the Critical Period. What brought about these conditions?

IV

Describe fully what is meant by "Anarchy and Rebellion" during the Critical Period. How did this threaten the life of the nation? How did these disturbances assist in preparing the way for the adoption of a strong central government?

V

Describe fully the events leading to the Constitutional Convention. Tell what you can about the men that composed the Convention. How was the Convention organized? Did the Convention exceed the purpose for which it was called? Describe fully the Three Great Compromises of the Convention.

VI

(In studying the national government in accordance with the questions which follow, the pupil should make constant use of the Constitution.) For how many departments of government did the new Constitution provide? Compare this plan of government with that which existed during colonial times and also with that which exists in the states at the present time. Describe in a general way the legislative department created by the Constitution. What powers and duties belong to the House of Representatives that do not belong to the Senate? What are the reasons for this? What powers and duties belong to the Senate that do not belong to the House of Representatives? What are the reasons for this? Describe the general powers and duties of Congress. How are Senators and Representatives elected? What is the reason for having a Senator's term of office longer than that of a Representative? Describe in a general way the executive department created by the Constitution. How are the President and vice-president of the United States elected and for how long a term? Describe in full the President's Cabinet and its general powers and duties. Describe fully the general powers and duties of the President. What power has the President in legislation? What are the duties of the vice-president?

Describe in a general way the judicial department created by the Constitution. Describe briefly the different classes of United States courts. Discuss the general powers and duties of the judicial department. Compare with regard to its power the Supreme Court of the United States with the supreme courts of other nations.

When the Constitution was submitted to the people for their approval, why were many opposed to its ratification? Explain fully what is meant by Federalists and Anti-Federalists during the campaign for the ratification of the Constitution. Who were some of the leading Federalists and Anti-Federalists? Who wrote "The Federalist" and what was its effect on the campaign for the ratification of the Constitution? Discuss briefly the campaign which resulted in the ratification of the Constitution.

VII

Discuss the organization of the new government.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the nature of the National Government during the Critical Period. Discuss the conditions of the country during the Critical Period. Discuss the Ordinance of 1787. Discuss the events which led to the Constitutional Convention. Explain fully the Three Great Compromises. Discuss the National Government provided for by the Constitution. Discuss the ratification of the Constitution.

NATIONAL GROWTH AND EUROPEAN INTERFERENCE

A THE PERIOD OF EUROPEAN INTERFERENCE

I ORIGIN OF AMERICAN NEUTRALITY IN EUROPEAN AFFAIRS, 1793

Mc. 206-207; T. 189-190; M. 198-199

II THE JAY TREATY, 1795

Mc. 207-209; T. 190-191; M. 202-204

III BREACH WITH FRANCE, 1799-1800

Mc. 210-214; T. 194-197; M. 204

IV THE ALIEN AND SEDITION ACTS, 1798

Mc. 211-212; T. 195; M. 205

V THE VIRGINIA AND KENTUCKY RESOLUTIONS, 1798-1799

Mc. 212-213; T. 195-196; M. 205

VI THE PURCHASE OF LOUISIANA, 1803

Mc. 218; T. 201-204; M. 208-209

VII EUROPEAN INTERFERENCE WITH AMERICAN COM- MERCE, 1800-1812

1. *Decrees and Orders in Council, 1806-1810*

Mc. 224-227; T. 210-211; M. 211

2. *Jefferson's Embargo Policy, 1807-1809*

Mc. 226-228, 250; T. 211-212; M. 211-212

VIII THE WAR OF 1812, OR THE WAR FOR COMMERCIAL INDEPENDENCE, 1812-1814

1. *Causes*

Mc. 231; H. III, 228-231; T. 215; M. 215-217

2. *The War on Land*

Mc. 233, 235, 238; H. III, 274-312; T. 216-223;

M. 217-218, 222-224

EIGHTH YEAR WORK

11

3. *The War on the Sea*
Mc. 234-237; H. III, 223-255; T. 217-220.
M. 218-220, 222-223

4. *Results*

- (a) Treaty of Peace, 1814
Mc. 239; T. 223-224; M. 224
- (b) Commercial and Industrial Results
M. 224
- (c) Effect on the Nation
Mc. 239; T. 229

IX THE HARTFORD CONVENTION, 1814

T. 224-225; M. 224

X PURCHASE OF FLORIDA, 1819

Mc. 260-262; T. 230-231; M. 227

XI THE MONROE DOCTRINE, 1823

Mc. 262-265; T. 238-240; M. 232-233

B FINANCIAL LEGISLATION: THE TARIFF

I HAMILTON'S FINANCIAL MEASURES, 1790-1791

Mc. 198-202; T. 184-186; M. 197-198

1. *Tariff Duties*
2. *Excise*
3. *Funding of National Debt*
4. *Assumption of State Debts*
5. *Establishment of the United States Bank*

II JEFFERSON AND GALLATIN'S FINANCIAL POLICY, 1801-1809

Mc. 216-218

III THE NATIONAL BANK AND STATE BANKS

Mc. 255-257; T. 226-227

IV TARIFF LEGISLATION

1. *The First Tariff Act, 1789*
Mc. 197; T. 184; M. 197, 246n
2. *Growth of the Idea of Protection*
T. 231, 232, 240, 248
3. *Attitude of Sections of the Country*
Mc. 303; T. 232, 248; M. 245-246

C POLITICAL PARTIES

I RISE OF POLITICAL PARTIES

Mc. 170, 202-203; T. 174-175, 189; M. 195

II FALL OF THE FEDERALIST PARTY

Mc. 211, 259; T. 195, 198, 225, 228

III THE REPUBLICAN PARTY

Mc. 215, 229, 259-260, 277, 297-301; T. 198-201, 228-229, 241-242; M. 206

D GROWTH OF THE NATION

I GROWTH IN TERRITORY AND POPULATION

Mc. 241, 244-246, 266-268; T. 244

II MOVEMENT OF POPULATION

Mc. 241-242

1. *Causes*2. *Direction*

III RESULTS OF WESTWARD EXPANSION

1. *Formation of States*

Mc. 243-245

2. *Internal Improvements*

Mc. 251-252, 279-286; T. 209, 233-235, 245; M. 231-232, 235-236

3. *Struggle Over Slavery: The Missouri Compromise, 1820*
Mc. 274-276; T. 235-238; M. 227-231

IV GROWTH OF NATIONAL UNITY
(To be discussed by the teacher)

E INSTITUTIONAL LIFE

I INDUSTRIAL CONDITIONS

Mc. 301-303

1. *Transportation and Communication*
Mc. 252-253; H. III, 84-104; T. 212, 233-235, 244
2. *Agriculture*
Mc. 248-249; T. 244
3. *Commerce*
Mc. 248-249
4. *Manufactures*
Mc. 249-250

II SOCIAL CONDITIONS

(To be discussed by the teacher)
H. III, 56-61, 126-138, 143-149

III GOVERNMENT

(To be discussed by the teacher)

IV RELIGION

(To be discussed by the teacher)

H. III, 53

V EDUCATION

(To be discussed by the teacher)

QUESTIONS FOR CLASS RECITATIONS
(The Period of European Interference.)

Into what two periods does the history of the United States between 1789 and 1860 naturally divide itself? Why may the first period be called

National Growth and European Interference? Why may the second period be called Westward Expansion and Slavery?

I

Why did so many of the Americans wish to assist France in the war which broke out between England and France in 1793? Why did Washington issue his Neutrality Proclamation? Describe the Genet affair. Under what obligations was the United States to France? Discuss the importance of American Neutrality in European Affairs. How is this related to the Monroe Doctrine?

II

Explain the "Rule of 1756." Illustrate how it was applied to America. Describe the impressment policy of Great Britain. What were the terms of Jay's treaty? How was it received in the United States?

III

How did France regard the Jay treaty? What was the effect of the Genet affair and the Neutrality Proclamation on France? Explain the X. Y. Z affair. How was the difficulty between France and the United States finally settled?

IV

What stand had the Federalists taken in the trouble with France? What was the position of the Republicans? What led to the passage of the Alien and Sedition Laws? Discuss the provisions of each of these laws.

V

Upon what grounds did the Republicans oppose the Alien and Sedition Laws? How did these laws lead to the passage of the Virginia and Kentucky resolutions? Who was the author of the Kentucky resolutions? What was their nature? Who drew up the Virginia resolutions? How did they differ from the Kentucky resolutions? Why are these resolutions important?

VI

Why did the western settlers desire the possession of the mouth of the Mississippi River? Why did the United States object to the passing of this territory into the hands of the French? What caused Jefferson to attempt to buy the territory at the mouth of the river? What conditions in Europe made Napoleon willing to sell the entire Louisiana territory? Why did he sell it to the United States? How did this purchase force the Republican party to change its attitude as to the construction of the Constitution?

VII

Explain the British "Orders in Council" and the French "Decrees." How did they injure America? How did Jefferson try to retaliate? What was the effect of his Embargo policy on America? Why was it not a success?

VIII

Discuss the causes leading to the War of 1812. How did the character of the United States Congress tend to bring on war at this time? Describe the land campaigns of this war. Compare the American and British navies. Describe the work of the American navy and privateers. Discuss the terms of the treaty of peace which was signed after the close of the war. Why is this war called the "Second War of Independence"? What was the effect of the war upon industrial conditions in the United States? What was its effect on national feeling? Describe the effect of the war on the position of the United States among other nations.

IX

Why were the people of New England opposed to the War of 1812? Discuss the causes and nature of the Hartford Convention.

X

Why did the United States wish to buy Florida? What caused Spain to be willing to sell it? What were the terms of the purchase?

XI

Describe the claims of Russia on the Pacific Coast. Describe the conditions in the Spanish-American colonies which led to the formation of the Holy Alliance. What was the nature and object of the Holy Alliance? State the provisions of the Monroe Doctrine. How is this Doctrine related to Washington's Neutrality Proclamation?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the reasons for the division of United States history from 1789 to 1861 into two periods, and the predominating influence of each period. Discuss the origin of American neutrality in European affairs, and show its importance as a principle. Discuss the conditions leading to the making of the Jay treaty. Discuss the treaty and its effect. Discuss the difficulties with France during the early part of this period. Discuss the Alien and Sedition Acts. Discuss the Virginia and Kentucky resolutions. Describe the conditions in America and in Europe that led to the purchase of Louisiana by the United States. Discuss the effect of this purchase on political parties and the general government. Describe the

"Orders in Council," and "Decrees," and their effect on American commerce. Discuss Jefferson's embargo policy. Discuss the causes of the War of 1812. Discuss the industrial and political results of the War of 1812. Discuss the Hartford Convention. Compare the principles set forth in this convention with those of the Virginia and Kentucky resolutions. Discuss the purchase of Florida. Discuss the conditions leading to the setting forth of the Monroe Doctrine. Discuss the Monroe Doctrine and its relation to Washington's Neutrality Proclamation.

QUESTIONS FOR CLASS RECITATIONS (Financial Legislation)

I

Discuss the financial condition of the national government when first organized under the Constitution. Explain the provisions of Hamilton's financial plan. Explain what is meant by funding a debt. What was Hamilton's object in funding the national debt? What was his object in the assumption of state debts by the national government? Why was there so much opposition to this measure? How was it finally carried? Describe the National Bank as proposed by Hamilton. Give the substance of the arguments for and against the Bank. What was the effect of the adoption of Hamilton's financial measures?

II

Describe in a general way the financial condition of the Nation at the beginning of Jefferson's administration and his financial policy. Discuss Gallatin's plan for the reduction of the taxes and expenses of the government.

III

Discuss the rise of State Banks. What prevented the renewal of the charter of the National Bank in 1811? What caused its renewal in 1816?

IV

Describe the nature of the first tariff law. Explain the difference between a tariff for revenue and a tariff for protection. What caused the growth of the idea of tariff for protection? Explain the nature of the tariff law of 1816. Show how the principle of tariff for the purpose of the protection of American industries became more firmly established during this period. Explain the attitude of the South toward a protective tariff. Why did the northern and eastern states form a tariff for protection of manufactures?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the object and nature of Hamilton's financial plan. Describe Gallatin and Jefferson's financial policy. Describe the growth of State banks and their relation to the National Bank. Trace the history of the National Bank during this period. Discuss the tariff legislation of this period, showing the growth of the idea of protection. Discuss the attitude of the different sections of the country toward the protective principle of the tariff.

QUESTIONS FOR CLASS RECITATIONS

(Political Parties)

I

- What caused the rise of political parties? (The "elastic clause" of the Constitution should be studied by every pupil.) What is meant by "loose interpretation" of the Constitution? Who were the leaders of those who believed that the constitution should be loosely interpreted? What were they called and what were their ideas of government? Who were the leaders of those who believed in the strict interpretation of the Constitution? What was their party called? How did their ideas of government differ from those of the Federalists? Which tended to create a more strongly centralized government, broad or strict construction of the Constitution? What caused the Republicans to become more in favor of broad construction?

II

Describe the work of the Federalist party. Explain how its ideas of government were out of harmony with the spirit of the times. How did this affect the party? What was the effect of the passage of the Alien and Sedition Acts on the Federalist party? Why did the Federalists oppose the war of 1812 and what was the effect of their opposition on their party?

III

Explain how the growth of the West aided the growth of the Republican party. What were the more important measures of this party? Why was Monroe's administration called the "Era of good feeling"?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the origin of political parties. Discuss the principles and leaders of the Federalist and Republican parties. Give the causes of the fall of the Federalist party. Discuss the growth of the Republican party.

QUESTIONS FOR CLASS RECITATIONS
(Growth of the Nation)

I

Compare the total area of the United States at the close of the Revolutionary War with that at the end of this period (1828). Compare the settled area of the United States at these different times showing the direction in which the settled area was growing. Compare the population at the close of the Revolution with that in 1828. (Each pupil should draw a map illustrating the growth of the total and settled areas of the United States.)

II

Why did settlers in colonial times move westward along the Ohio? What caused the first large immigration to the country west of the Alleghanies? What conditions have always caused a rush of settlers westward? How did foreign immigration aid in this westward movement? Explain fully why industrial and social conditions in the western country north of the Ohio were very similar to those which existed in the Northern Atlantic states, and why the industrial and social conditions in the western country south of the Ohio were very similar to those which existed in the Southern Atlantic states.

III

In what way did the Ordinance of 1787 affect the organization of all the western territory? Describe the organization of new states. Describe the character of the constitutions of the new western states. To what conditions was the character of these constitutions due? How did the growth of the West make the matter of internal improvements one of national importance? What is meant by internal improvements? Describe the work of this kind done by the national government during this period. Describe the building of the Erie canal and discuss the importance of this canal. Describe the work done by the other states.

What caused the abolition of slavery in the northern states? How was the territory west of the Alleghanies divided as to slavery? Why did the application of Missouri for admission to the Union cause a struggle over slavery? Describe the conditions in the national legislature which made the southern states anxious to have Missouri admitted as a slave state. What was the attitude of the northern states? How was the matter finally compromised? What was the effect of this compromise?

IV

How did the interference of Europe in American affairs aid the growth of American national unity? What was the effect of the War of 1812

on national life? How did the acquisition of Louisiana aid in the growth of national unity? In what way did the development of the west affect this growth? Show how the Supreme Court by important decisions established more firmly the supremacy of the national government. Show the importance of each of these decisions. How was slavery working against the growth of nationality?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the growth of the United States in territory and population during this period. Discuss the causes of westward migration. Discuss the industrial and social conditions of the western country and their relation to those of the Atlantic states. Describe the formation of new states in the western territory. Discuss internal improvements during this period. Discuss the Missouri Compromise. Discuss the growth of national unity during this period.

QUESTIONS FOR CLASS RECITATIONS

(Industrial Conditions)

I

Explain how slavery was causing the industrial conditions of the North and South to develop along different lines. What was the effect of the invention of the cotton-gin on the growth of slavery in the South? Why did the North outgrow the South in free population? Why did the South fall behind the North in wealth?

Discuss the invention of the steam boat and its importance in the opening up of the West. How did the building of roads, canals and bridges by the states affect industrial conditions?

How did cotton come to be the leading southern product? Describe the agricultural conditions in Virginia and neighboring states. Why was agriculture becoming of less relative importance in the North?

What was the condition of American commerce at the close of the Revolution? How did European affairs during the first part of this period aid the commerce of the United States? What sections of the country built up a large foreign commerce? What section of the country made little advance in this direction? Why? What was the effect of Jefferson's embargo policy and the War of 1812 on American commerce?

What was the condition of manufactures in the United States at the close of the Revolution? What caused the establishment of cotton mills in New England? Describe the growth of the cotton spinning and weaving industries. What other manufactures were developed in New England

and the middle states? What was the effect of Jefferson's embargo policy and the War of 1812 on American manufactures? Describe the growth of manufactures. Why did the South do little toward building up manufactures?

II

Compare the ceremonies of Washington's inauguration with those of Jefferson's. What does this show as to the advance of democracy in social conditions? How did the development of the West aid the growth of democratic ideals and modes of living? What general changes in dress were made during this period? How is the breaking down of class distinctions shown in the political life of the nation? Why did the democratic ideas gain a hold more slowly in the South than in other parts of the country?

III

What changes were made in national and state government during this period?

IV

What change in religious conditions occurred during this period?

V

Discuss the establishment of common schools in the western country. How were these schools provided for? What can you say of the advance in the general education of the people of the United States during this period?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the effect of slavery upon the industrial development of the United States during this period. Discuss the improvements in means of transportation and communication, and their effect on industrial and social life. Discuss agricultural conditions in the various sections of the nation. Discuss the growth of American commerce and manufactures. Discuss the changes in social conditions. Show that there was a marked growth toward democracy in government and social life during this period.

WESTWARD EXPANSION AND SLAVERY

A POLITICAL METHODS AND POLITICAL PARTIES

I MEANING OF JACKSON'S ELECTION

Mc. 301; T. 249-251; M. 240-241

II POLITICAL METHODS

1. *The Spoils System*

Mc. 294-295; T. 251-252; M. 241-242

2. *The Nominating Convention*

Mc. 306

3. *Campaigns*

Mc. 315-316; T. 275-276; M. 258-259

4. *Party Organization and Party Platforms*

(To be discussed by the teacher)

III POLITICAL PARTIES

1. *The Democratic Party*

Mc. 311, 312, 346, 352-353, 360-361; T. 286, 306, 316, 322

2. *The Whig Party*

Mc. 307, 312, 316, 334-335, 352; T. 248, 306

3. *The Republican Party*

Mc. 354-355, 363; T. 315-316, 322

B FINANCIAL LEGISLATION: THE TARIFF

I THE TARIFF

1. *The Tariff of 1828; Nullification and Secession*

Mc. 303-305; T. 247-248, 254-256; M. 245-249

2. *The Compromise Tariff of 1833*

Mc. 305; T. 256; M. 249

3. *The Walker Tariff, 1846*

T. 296—297

II DESTRUCTION OF THE NATIONAL BANK

Mc. 305—308; T. 253—254; M. 245

III THE PANIC OF 1837

1. *Era of Speculation*

Mc. 308—309; T. 272; M. 253—254

2. *The Specie Circular*

Mc. 309; T. 272

3. *Distribution of the Surplus*

Mc. 309—310; T. 270—271

4. *The Crisis*

Mc. 310—311; T. 272; M. 253

IV THE INDEPENDENT OR SUB-TREASURY SYSTEM

Mc. 311—312; T. 273—274, 296; M. 254—255

C WESTWARD EXPANSION

I ANNEXATION OF TEXAS, 1845

Mc. 320—322; T. 284—287; M. 262

II THE MEXICAN WAR, 1846—1848

1. *Causes*

Mc. 326; T. 289—290; M. 265—266

2. *Campaigns*

Mc. 327—328; T. 290—293; M. 266—268

3. *Results*(a) *Territorial*

Mc. 333—334; T. 293; M. 269

(b) *Political*

Mc. 329, 334; T. 298; M. 269

III THE OREGON BOUNDARY, 1846

Mc. 322-326; T. 294-296; M. 264-265

D SLAVERY

I THE ABOLITION MOVEMENT

1. *Growth of Sentiment Against Slavery*Mc. 334-336, 343, 352, 357; T. 270, 303, 308;
M. 275-276, 2832. *Rise of Abolitionists*

Mc. 313; T. 267-268

3. *Anti-Abolition Sentiment*

Mc. 313-314; T. 269

4. *The Gag Resolutions*

Mc. 314-315; T. 269

II EXPANSION OF SLAVE TERRITORY: THE COMPROMISE OF 1850

Mc. 337-343; T. 297-298, 301-303; M. 269-270,
273-274

III THE KANSAS-NEBRASKA BILL, 1854

Mc. 347; T. 309; M. 278-279

IV THE STRUGGLE FOR KANSAS, 1854-1861

Mc. 347-352, 357-358; T. 313-314; M. 279-280

V THE DRED SCOTT DECISION, 1857

Mc. 355-356; T. 316-318; M. 279-280

VI THE LINCOLN-DOUGLAS DEBATES, 1858

Mc. 358-359

VII THE ELECTION OF LINCOLN, 1860; SECESSION, 1860-1861

Mc. 363, 378-382; T. 323-328; M. 286-290

E INSTITUTIONAL LIFE

I INDUSTRIAL CONDITIONS

Mc. 285-291, 365-376; H. IV, 41-44; T. 258-264, 281-282, 304-308, 310-312; M. 249-251, 257, 290-292

1. *Means of Transportation and Communication*

Mc. 285-291, 368-370, 372, 374-375; T. 259-264, 281, 308; M. 237-238, 249-250, 257

2. *Agriculture*

T. 310

3. *Manufactures*

Mc. 289, 370-374, 376; T. 259, 263-264, 304; M. 277

4. *Commerce*

Mc. 374; T. 304

5. *Development of Mineral Resources*

Mc. 337-338; T. 264, 320; M. 249, 270-272, 284-285

II SOCIAL CONDITIONS

Mc. 375; H. IV, 1-74; T. 265-267; M. 239-240

III GOVERNMENT

(To be discussed by the teacher)

IV RELIGION

Mc. 291-292; T. 282-284; M. 255-257

V EDUCATION

T. 265-266; M. 251-252

QUESTIONS FOR CLASS RECITATIONS

(Political Methods and Political Parties)

I

Compare Jackson with the preceding presidents as to social standing, wealth and education. Compare his ideas of democratic or popular government with those of Jefferson. Explain the meaning of Jackson's election. In what way is his election connected with the growth of the West in influence and power?

II

Explain the Spoils System. Why did Jackson introduce this into national politics? Discuss the evil effects of this system. Explain the nature and purpose of the Civil Service Laws. Describe how candidates for the presidency and vice-presidency had been nominated before Jackson's administrations. Discuss the conditions which led to the nominating of candidates for the presidency and vice-presidency by national political conventions. Why had the people at large taken little interest in presidential elections before this time? Describe the methods of campaigning introduced during this period. What was their object? Were they successful? Describe the building up of party organizations. What is a party platform and when was it first used? What do these various changes in political methods show as to the growth of democracy?

III

Describe the origin and organization of the Democratic party. Discuss its principles. Name the leaders and more important measures of this party during this period.

Describe the organization of the Whig party. Who were its leaders and what were its main principles? Name its more important measures and discuss their effect on the party. What caused the downfall of the Whig party?

Discuss the origin of the Republican party. Who were its leaders? What brought it into prominence?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the meaning of Jackson's election. Discuss the Spoils System, its origin, development and effect. Discuss the origin of nominating conventions and party organizations. Describe the new methods introduced into political campaigns during this period, and discuss their object and effect. Discuss the reorganization of political parties during Jackson's administration. Discuss the leaders, principles and important measures of the Democratic party during this period. Discuss the organization, leaders and measures of the Whig party. Discuss the origin of the Republican party.

QUESTIONS FOR CLASS RECITATIONS
(Financial Legislation)

I

Explain the tariff of 1828. Compare it with former tariffs as regards protective features. Explain why the North and South did not agree on tariff duties. Discuss in full how the South received the tariff of 1828. Explain the Compromise Tariff of 1833 and discuss the conditions which caused its passage. Discuss the Walker Tariff of 1846.

II

Why was Jackson opposed to the National Bank? Explain the value of this bank. Discuss its destruction.

III

When the National Bank was destroyed what became of the government funds that were deposited in it? How did the destruction of this bank cause the creation of many state banks? Explain what led to the issuing of large sums of paper money. Why was this paper money not so good as gold and silver money? Explain the meaning of speculation. What led to a great deal of speculation about 1837?

What caused a dollar of the paper money issued by the state banks to become of less value than a dollar of gold and silver money? What was the Specie Circular that was issued by Jackson? Why did he issue this circular? How did it affect the value of paper money?

How did the distribution of the surplus money of the government to the various states, affect the state banks and the value of paper money? What is meant by specie payments? Why did the refusal of the state banks to pay out gold and silver for paper money lower still more the value of paper money? Explain how the wild speculation already referred to, and the decreasing value of paper money affected the business of the country and brought on the Financial Crisis of 1837.

IV

Explain the Independent Treasury System. Why was it created? What is its value?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Give a full discussion of the Tariff of 1828 and the Compromise Tariff of 1833. Give a full discussion of the National Bank showing clearly how its destruction led to the Financial Panic of 1837. Discuss the Independent Treasury System.

QUESTIONS FOR CLASS RECITATIONS
(Westward Expansion)

I

Explain the conditions which led to the independence of Texas. Explain the conditions which led to its annexation to the United States. Why was the South especially anxious for the annexation of Texas? Why was the North opposed to its annexation?

II

Explain how the United States forced war on Mexico. Why was the South in favor of this war and why was the North opposed to it? Discuss briefly the campaign of Taylor. Discuss briefly the campaign of Scott.

What territory did the United States secure as a result of this war, and afterwards by purchase from Mexico? How did this new territory affect the slavery question? Explain the provisions of Representative Wilmot's proposed amendment—known as the Wilmot Proviso—to a bill pending in Congress regarding the territory secured from Mexico. What effect did the discussion of this amendment have?

III

Explain how the United States secured the territory of Oregon, and how the question between England and the United States regarding this territory was finally settled.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss in full the conditions which led to the War with Mexico. Discuss in full the results of this war.

QUESTIONS FOR CLASS RECITATIONS
(Slavery)

I

Discuss the conditions which led to the gradual abolition of slavery in the North. Discuss the conditions which caused it to become still more firmly fastened on the South. How did the Missouri Compromise affect the question of slavery?

Who were the abolitionists and what did they advocate? What can you say about their number? In what way did they advocate their ideas? How were they treated in the North? What did this treatment indicate? What was the attitude of the South toward the Abolitionists? What general result did the work of the Abolitionists have? Explain the Gag Resolutions and Adams's opposition to them. Why were these resolutions wrong and in substance a violation of the Constitution of the United States? What effect did they have on the North?

II

Explain in full the attitude of the South regarding slavery in the territory secured from Mexico. Explain in full the attitude of the North toward slavery in this territory. Describe the feeling between the North and South over this question. Describe in full the Compromise of 1850 which temporarily settled this question. How did this compromise tend to repeal the Missouri Compromise?

III

How was the fugitive slave law, which was a part of the Compromise of 1850, received in the North? What effect did the book called Uncle Tom's Cabin have on the slavery question? What conditions led to the passing of the Kansas-Nebraska Bill? Describe in full the provisions of this bill. How was it received in the North? In what way did this bill re-open the slavery question?

IV

Give a full description of the struggle for Kansas between the slavery and anti-slavery interests. What effect did this struggle have on the feeling between the North and South over the slave question?

V

Explain the Dred Scott Decision. What would have been the effect of this decision on the extension of slavery had it been applied to the entire slavery question? What effect did it have on the North?

VI

Discuss the Lincoln-Douglas Debates. What effect did they have on the slavery question? In what way did they help to make Lincoln the president of the United States?

VII

Explain in full why the election of Lincoln caused the Southern States to secede from the Union.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the conditions which caused the ideas of the South and the North on the slavery question to drift further and further apart. Discuss the relations of the Abolitionists to the Gag Resolutions.

Discuss the causes, provisions and results of the Compromise of 1850. Give a full discussion of the causes, provisions and results of the Kansas-Nebraska Bill. Explain the importance of the Dred Scott Decision. Discuss the effect of the Lincoln-Douglas Debates on the slavery question.

QUESTIONS FOR CLASS RECITATIONS

(Institutional Life)

I

Why did institutional life in the South develop more slowly in many ways during this period than it did in the North and West? How did foreign immigration aid in the development of industrial conditions?

What part of the nation did this affect? Why? Why did large cities grow up in the North much more rapidly than in the South? Explain why the South developed very little industrially. Discuss the beginning and the growth of railroads during this period. How did they affect industrial conditions? Describe other improvements in transportations, especially in cities. Describe the origin and development of telegraph lines. How did the telegraph affect industrial conditions? Discuss the agricultural conditions in the South. Describe the agricultural development of the West.

What new inventions aided in the growth of manufactures? Describe the effect of each upon industrial conditions. How did the use of steam engines affect the growth of manufactures? Compare the amount and value of the manufactures of the United States during this period with those of the preceding period.

What were the chief factors in the growth of commerce during this period? Explain the effect of each.

Describe the development of the iron industry. What was the effect of the use of coal as fuel on industrial conditions? What other mineral resources were opened up during this period? Describe the discovery of gold in California and the rush of settlers to that territory.

II

Why were class distinctions dying out in the North and West while they remained much the same in the South? Why had class distinctions never been very strong in the West? How did the industrial advance aid the improvement in social conditions?

III

During this period, how was the growth of democratic ideas shown in the organization of state governments? How did the growth of democracy affect the judicial department of government? How were town and county governments affected? Why did municipal government now first become important?

IV

Describe the reform movement which swept over the country about 1830. How did slavery affect religious conditions? Discuss the rise of the Mormon Church.

V

What important part of our present public school system was being slowly established during this period? Describe the improvement in the condition of the common schools. Describe the growth of academies and colleges. What can you say of the growth of newspapers and magazines

in number and quality? How did they affect the general education of the people? Name some of the noted writers and speakers of this period and tell something of the work of each. How did the improvement in means of transportation and communication aid the growth of general education?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the great industrial development of the North and West. Discuss the industrial conditions of the South. Discuss the effect of improved means of transportation and communication on the industrial and social life of the nation and on the growth of national unity. Discuss social conditions and show how the growth of liberal democratic ideas affected these conditions. Discuss the effect of these democratic ideas on government. Discuss the growth of schools and the great advance along other educational lines.

THE CIVIL WAR

(Each pupil should read carefully all of Hart's Source Reader,
No. 4)

Mc. 382-424; H. IV, 75-418; T. 330-388; M. 293-334

I CAUSES

(To be discussed by the teacher)

II COMPARATIVE RESOURCES OF THE NORTH AND SOUTH

Mc. 383; T. 332-336

1. *Available Soldiers and Commanders*

Mc. 422-424; T. 333-335; M. 299

2. *Military Supplies*

Mc. 423; T. 332-333, 341; M. 298

3. *Financial Resources*

Mc. 423; T. 360-364; M. 333

4. *Facilities for Transportation*

III CAMPAIGNS

1. *Operations of the Army of the Potomac, down to the Time when Grant was Placed in Command of all the Armies of the United States*

Mc. 388, 392, 402; T. 337-338, 346-348, 354-356; M. 300-302, 310-313, 315-317

2. *The Work of Grant*

Mc. 388-392, 397-399, 402-406; T. 341-343, 353, 367-371, 382; M. 306-307, 322-325, 331-332

IV THE WORK OF THE NAVY

1. *Blockade of the Southern Ports*

Mc. 410-412; T. 332-333, 358, 375; M. 302, 303

2. *Commerce Destroyers*

Mc. 412-414; T. 358-359, 375; M. 303-304

3. *The Revolution in Naval Warfare*

Mc. 414-417; T. 343-346; M. 304-305

V RESULTS

(To be discussed by the teacher)

T. 386-388; M. 315, 337

QUESTIONS FOR CLASS RECITATIONS

(The Civil War)

(In connection with the study of the Civil War the pupil should read carefully Hart's Source Reader, No. 4. It is very interesting, and no other book will give the pupil such a clear knowledge of army life and actual warfare.)

I

Beginning with the difference between the North and the South in topography, climate and soil, review carefully the industrial or fundamental causes of the Civil War. Beginning with the Missouri Compromise review carefully the political events which were the results of these fundamental causes and which were themselves the causes that led directly to this war.

II

Compare the North and the South as regards available soldiers and commanders. Compare them as regards military supplies. Compare them as regards financial resources. Compare them as regards facilities for transportation.

III

Discuss briefly the secession of the southern states and the organization of the government of the Confederacy. Describe the bombardment of Fort Sumpter and its effect on the North and the South. Describe the first battle of Bull Run and its effect on the North and the South. What three great Union armies were organized and what work was each to accomplish?

(No attempt should be made to study in detail the numerous battles of the Civil War. One or two of the questions given below should be given to the pupils of the class and they should then have time to prepare for a recitation on the same. It might be well to make an intensive study of one or two of the more important battles.)

Describe the operations of the Army of the Potomac to the time when Grant became commander-in-chief of all the armies of the United States. Describe the work of Grant to the time he became Commander-in-Chief. Describe Sherman's march to the sea. Describe the operations of the Army of the Potomac from the time Grant took direct command of it until the surrender of Lee and the end of the war.

IV

Describe the organization of the Union navy during the war. Describe the blockade of the southern ports and explain its importance. Describe the work of the southern commerce-destroyers. Explain how the Civil War caused a revolution in naval warfare.

V

What was the cost of the Civil War in life and property? What effect did it have on slavery? What is meant by the race problem? Explain how it was created by the Civil War. Indicate briefly the wonderful industrial growth of the South since the war, and show how this growth is related to the destruction of slavery. Explain how the Civil War has brought about the unification of the nation — has caused a growth of Union and real friendship between the North and the South.

(The questions given above will serve for compositions and examinations.)

RECONSTRUCTION, DEVELOPMENT AND EXPANSION

A RECONSTRUCTION OF THE SECEDED STATES

I RELATION OF THE SECEDED STATES TO THE NATIONAL GOVERNMENT

Mc. 427

II RECONSTRUCTION POLICY OF LINCOLN AND JOHNSON

Mc. 427-430; T. 390-393; M. 338

III RECONSTRUCTION POLICY OF CONGRESS

1. *Freedmen's Bureau*

Mc. 429-430; T. 392; M. 338

2. *The Reconstruction Acts*

Mc. 430-431, 439; T. 393-395; M. 339-340

3. *Amendments to the Constitution*

(a) Thirteenth Amendment

Mc. 429; T. 392

(b) Fourteenth Amendment

Mc. 430; T. 393; M. 339

(c) Fifteenth Amendment

Mc. 440-442; T. 402; M. 341

B FINANCIAL AND INDUSTRIAL LEGISLATION

I FINANCIAL LEGISLATION

1. *Paper Money*

Mc. 420; T. 361-362; M. 355

2. *National Banking System*

Mc. 421; T. 364

3. *Resumption of Specie Payment*
Mc. 437-438, 445-446; T. 362, 414, 425; M. 356
4. *Gold and Silver Standards*
Mc. 448-449, 467, 471-472, 485; T. 422-423, 448, 456, 475, 500; M. 349-350, 374, 378, 403

II TARIFF LEGISLATION

Mc. 419-420, 466, 473, 476; T. 429, 441-442, 446-447, 472

III INDUSTRIAL LEGISLATION

1. *Corporations and Trusts*
Mc. 459-460, 464; M. 366-368
2. *Labor Unions*
Mc. 460-461; T. 438-439, 473; M. 363-365
3. *Laws Relating to Corporations, Trusts and Labor Unions*
Mc. 443-444, 465; T. 437-438; M. 359, 365, 370

C FOREIGN RELATIONS

I PURCHASE OF ALASKA, 1867

Mc. 450-451; T. 397; M. 342

II TREATY OF WASHINGTON, 1871

Mc. 450; T. 405-407; M. 352

III APPLICATION OF THE MONROE DOCTRINE

1. *The French in Mexico, 1861-1867*
Mc. 449-450; T. 398-399
2. *The Venezuela Boundary, 1897*
Mc. 474; T. 477-478; M. 381-382

IV GROWTH OF ARBITRATION

1. *Application of the Principles of Arbitration*
T. 445, 455, 473; M. 379

2. *The Hague Tribunal, 1899*
 (To be discussed by the teacher)
 M. 403

V THE SPANISH-AMERICAN WAR, 1898

1. *Causes*
 Mc. 476-477; T. 479-485; M. 388-390

2. *Campaigns*
 (a) Naval Warfare
 Mc. 477-480; T. 486-489; M. 391-393
 (b) The War on Land
 Mc. 479-480; T. 489-492; M. 393-395

3. *Results*
 (a) Territorial
 Mc. 480-483; T. 494-495, 497-500; M. 395-398
 (b) Political
 Mc. 483; T. 495-496; M. 396-398

VI THE Isthmian CANAL

(To be discussed by the teacher)
 M. 404

D POLITICAL METHODS AND POLITICAL PARTIES

I POLITICAL METHODS
 T. 417, 427-428, 451; M. 357, 363, 376-377, 381

II POLITICAL PARTIES
 Mc. 439, 442-448, 462-470, 475-476, 484-486; T. 395-396, 408-409, 413, 416-419, 434-436, 447, 452-455, 416, 475-477, 501-502

E INSTITUTIONAL LIFE

I INDUSTRIAL CONDITIONS
 1. *The Development of the New West*
 Mc. 433-436, 455-458; T. 415, 444, 461-462; M. 345-347, 381

2. *The New South*
Mc. 454; T. 432-434, 465; M. 360-362
3. *Means of Transportation and Communication*
Mc. 434-435, 456; T. 396-397, 399-401, 410, 414, 464; M. 341-342, 344-346
4. *Manufactures*
Mc. 454, 459; T. 415, 464; M. 351, 375
5. *Agriculture*
Mc. 457; M. 347, 373, 400
6. *Commerce*
T. 464, 500; M. 383-384, 405
7. *Foreign Immigration*
T. 460-461

II SOCIAL CONDITIONS

Mc. 460; T. 439-440, 461

III EDUCATION

T. 466-471; M. 402

1. *The Public Elementary School System*
2. *The Public High School System*
3. *Universities and Colleges*
4. *Special Schools*

QUESTIONS FOR CLASS RECITATIONS (Reconstruction of the Seceded States)

I

What was the condition of government in the seceded states at the close of the Civil War? Explain the two different views which were held as to the relation of these states to the national government? What is meant by reconstruction?

II

Describe Lincoln and Johnson's policy of reconstruction. Describe the policy of Congress. To what extent did Johnson carry out his policy? What was the attitude of Congress toward his policy? What policy finally prevailed—the policy of Johnson or the policy of Congress?

III

Describe the conditions which led to the establishment of the Freedmen's Bureau. Describe the nature and work of this bureau. What was the Tenure of Office Act? Why was it passed? Explain in full the impeachment of President Johnson.

Describe the Reconstruction Act and its effect on the South. Describe the nature of the Thirteenth Amendment. In what way is it related to the Emancipation Proclamation? Describe the Fourteenth Amendment. Why did Congress propose this Amendment? How were the seceded states forced to ratify it? Describe the Fifteenth Amendment. Why was it proposed by Congress? How was it received in the South?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the relation of the seceded states to the National Government at the end of the Civil War. Discuss the reconstruction policy of Lincoln and Johnson. Discuss fully the reconstruction policy of Congress and how it was carried out. Discuss the effect of the reconstruction policy of Congress on the people of the South.

QUESTIONS FOR CLASS RECITATION
(Financial Legislation)

I

What was the condition of the finances of the National Government at the beginning of the Civil War? Why did the government find it necessary to issue paper money? What is a national bond? Why did the government issue bonds during the war?

Describe the National Bank System. Why was it created? What action did Congress take against the state banks?

What is specie payment? When the paper money was first issued, could it be exchanged for gold and silver money? What effect did this have on the use of gold and silver money in business affairs? Explain what is meant by the resumption of specie payment in 1864. What effect did this have on the amount of paper money in circulation? After 1864 when and for what reason was specie payment discontinued and when was it resumed?

Explain fully what is meant by standard money. Up to 1873 what was standard money in the United States? Explain carefully how silver since 1873 has gradually lost its position as a full standard money.

II

Explain carefully the two main objects for which tariff duties are levied. Explain the two different views regarding the value of the protective principle of the tariff. Beginning with the Civil War, trace and explain the tariff legislation of the Nation.

III

What is a corporation? What is a trust? Give examples of each. Explain how the wonderful industrial development of the United States since the Civil War has made possible the rapid growth of corporations and trusts. In what way are they of great value to the nation? In what way are they an injury?

What is a labor union? For what purpose are they organized? Describe how they are organized into state federations and into a national federation. In what way do labor unions and labor federations differ from corporations and trusts? In what way are labor unions of great value to laboring people and to the industrial development of the United States? In what way are they an injury to the nation?

Are corporations, trusts and labor unions beneficial and necessary to the industrial development of the nation? Explain why they constitute one of the greatest problems now before the American people, and why the great mass of the people should give them most careful consideration.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the issuing of unredeemable paper money during the Civil War and the resumption of specie payment. Discuss the issuing of bonds during the Civil War and the establishment of the National Bank System. Discuss gold and silver standards with especial reference to the uses of silver as a standard money since the Civil War. Beginning with the year 1860, give a careful discussion of the tariff legislation of the United States. Discuss corporations, trusts and labor unions.

QUESTIONS FOR CLASS RECITATIONS

(Foreign Relations)

I

How did the United States secure Alaska? Describe this territory. Of what value is it to the United States?

II

Describe the conditions which led to the making of the Treaty of Washington. What were the provisions of the treaty? Explain the importance of this treaty.

III

Describe the conditions in Mexico during the Civil War. Explain how the principles of the Monroe Doctrine applied to these conditions. Discuss the Venezuelan boundary dispute and the application of the Monroe Doctrine to this case. How did the Monroe Doctrine apply to the recent blockade of the ports of Venezuela?

IV

(The teacher should consult magazines covering this period for material on this topic. The *American Review of Reviews* is especially valuable.) What is meant by arbitration? Describe the appointing of a board of arbitration. Give examples of its use in settling difficulties between laborers and their employers in the United States. Of what value is arbitration in cases of this kind? Give instances of the application of the principle of arbitration to international affairs affecting the United States. Discuss the establishment of The Hague Peace Tribunal. Discuss its importance and give instances of disputes which it has adjusted.

V

Discuss the causes of the Spanish-American War. Describe the leading naval battles of this war, and discuss their effect. Describe the campaign for the capture of Santiago. (Each pupil should draw a map illustrating the important battles of this war.)

Discuss the terms of the treaty of peace. Tell all you can about the character and conditions of the territory acquired by the United States through this treaty. How did the Spanish-American War affect the annexation of Hawaii? (Each pupil should draw a map showing the territorial acquisitions of the United States as a result of this war.) How is the territory acquired by this war governed at the present time? Compare the government of Hawaii with that of the Philippine Islands. Compare the conditions in the territory acquired from Spain with those in the territory previously acquired by the United States. Why was a different policy adopted in the government of this new territory from that followed in the organization and government of the other territory of the United States? In what way, if in any, do the results of the Spanish-American War tend to violate the principle of American neutrality established by Washington?

VI

Tell all you can of the history of the Panama Canal. (Each pupil should draw a map showing the two routes proposed.) Discuss the importance of an isthmian canal.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the application of the principles of the Monroe Doctrine during this period. Discuss the growth of arbitration in domestic and international affairs. Discuss the Spanish-American War and its territorial results. Discuss the ways in which the form of government adopted by Congress for the territory secured from Spain tends to introduce new

principles into the government of the United States. How may the results of the Spanish-American War modify the principle of American Neutrality in European Affairs? Discuss the history and importance of the isthmian canal.

QUESTIONS FOR CLASS RECITATIONS

(Political Methods and Political Parties)

I

Describe the Australian ballot system. When and why was it adopted in the United States? Describe the provisions of each Civil Service Law passed by Congress since the Civil War. Discuss in full the importance of these laws and the conditions which led to their passage.

II

Discuss the leaders and principles of the Republican party since the Civil War. Discuss the leaders and principles of the Democratic party during this period. Describe the leading issues between these two parties during this period. Discuss the conditions causing the formation of other parties.

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the Civil Service Laws and their importance. Discuss the leading political issues since the Civil War, and compare the positions of the Democratic and Republican parties on these issues.

QUESTIONS FOR CLASS RECITATIONS

(Institutional Life)

I

What has been the nature of the industrial development of the United States since the Civil War? What effect has the discovery of gold, silver and other metals had on the development of the New West? Discuss fully the effect of the railroad and telegraph on this development. What has been the effect of irrigation, the use of electricity for motive power, and the recent discovery of vast quantities of oil which is being used as a cheap fuel? Discuss the general growth of the New West.

What is meant by the New South? Explain fully how the destruction of slavery made possible the growth of the New South. Describe fully the industrial development of the South since the Civil War.

Describe fully the great improvement in the means of transportation and communication since 1865. Explain fully how this great improvement has affected the industrial and social conditions of the nation.

Discuss the growth of manufactures since 1860. Describe the growth of agriculture. Discuss the growth of commerce. Discuss foreign immigration. Why should Congress give this question serious consideration?

II

In what way has the negro question become an important factor in social conditions? How is foreign immigration related to social conditions? Explain how the great industrial development of the nation since the Civil War has affected social conditions.

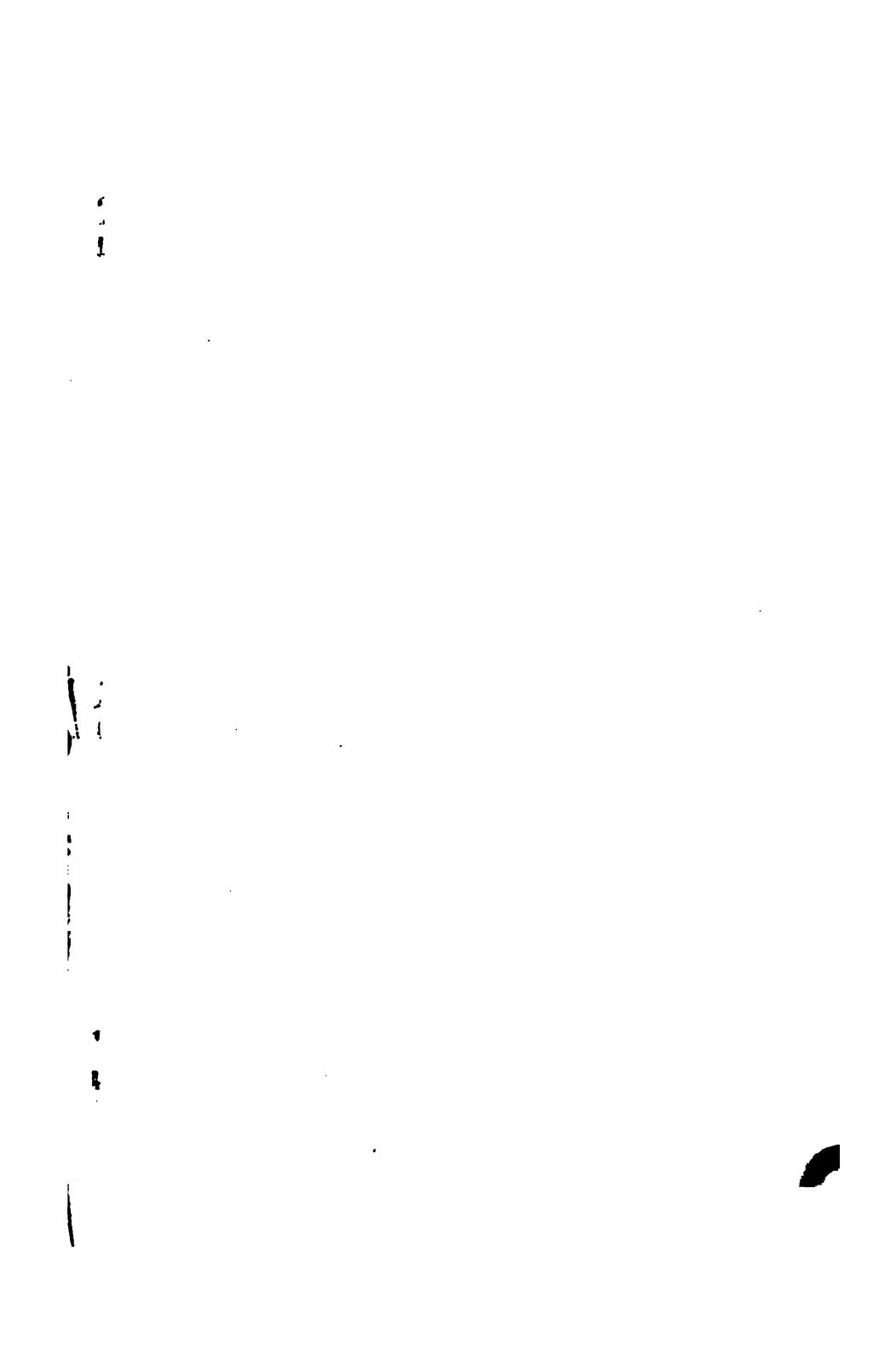
III

In what way do the states assist in public education? Discuss how the principle of state control of education has developed, and how the national government has assisted in its growth. Discuss the growth of public elementary education since 1865. Discuss the growth of public high school education. How does the advance of the South in educational matters since the Civil War compare with that of the rest of the nation? To what is this great advance due? What forces are tending to unify the educational work in the United States?

In what way do the states assist higher education? Discuss the great growth of colleges and universities since 1865. What is the value of these institutions? Name several kinds of special or technical schools. Discuss the growth of these schools since 1865. What is the value of these schools?

QUESTIONS FOR COMPOSITIONS AND EXAMINATIONS

Discuss the industrial development of the United States since the Civil War. Discuss the changes in social conditions. Discuss the growth and improvement along educational lines.



List of Educational Publications

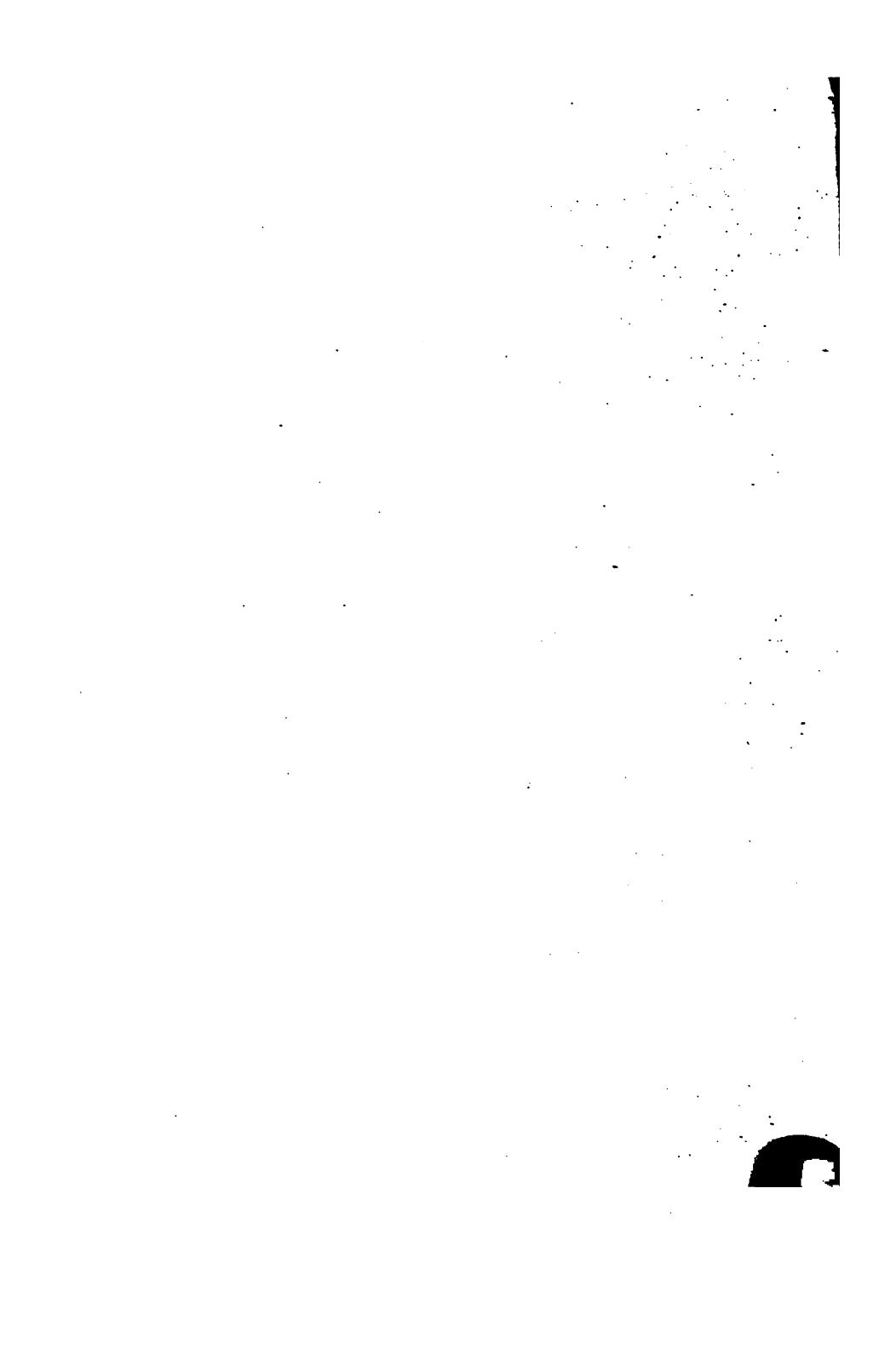
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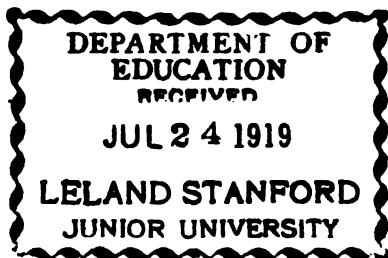
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